

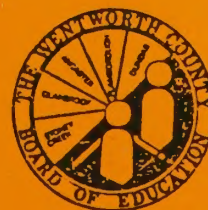
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TRI-BOARD ADULT LEARNER SURVEY 1989



Commissioned by

THE HAMILTON-WENTWORTH BOARDS OF EDUCATION -
EMPLOYMENT & IMMIGRATION CANADA LIAISON COMMITTEE



Employment and
Immigration Canada

November, 1989

DEC 21 1990

GOVERNMENT DOCUMENTS

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EMPLOYMENT AND IMMIGRATION CANADA

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November, 1989

TABLE OF CONTENTS

TABLE OF CONTENTS	i
-----------------------------	---

List of Tables	iv
--------------------------	----

Figures	vi
-------------------	----

ACKNOWLEDGEMENTS	viii
----------------------------	------

EXECUTIVE SUMMARY.	ix
----------------------------	----

INTRODUCTION

Purpose of the Study	1
--------------------------------	---

Objectives of the Survey	1
------------------------------------	---

Methodology

Survey Instrument	1
-----------------------------	---

The Sample	2
----------------------	---

Survey Administration	2
---------------------------------	---

Coding and Analysis	2
-------------------------------	---

Organization of the Report	3
--------------------------------------	---

SECTION 1: DEMOGRAPHIC PROFILE

A) Response Rate by School Board	5
--	---

1) Response Rate by School Board and Program	5
--	---

B) Gender of Participants	6
-------------------------------------	---

1) Gender of Participants by Program	6
--	---

C) Age of Participants	8
----------------------------------	---

1) Age of Participants by Program	8
---	---

2) Age of Participants by Gender	9
--	---

3) Age of Participants by Gender & Program	9
--	---

D) Marital Status of Participants	11
---	----

1) Marital Status of Males by Program	11
---	----

2) Marital Status of Females by Program	12
---	----

TABLE OF CONTENTS

E)	Area of Residence	13
F)	Citizenship	14
1)	Citizenship by Program	14
G)	Country of Origin	14
1)	Country of Origin - ESL Students	15
2)	Country of Origin - ABE Students	17
3)	Country of Origin - Credit Students	18

SECTION 2: EDUCATION PROFILE

A)	Educational Background	21
1)	Age Left School	21
2)	Age Returned to School	21
3)	Age Returned to School by Gender	22
4)	Age Returned to School by Marital Status	22
5)	Highest Educational Level Attained Before Current Program	23
6)	Prior Education by Gender	23
7)	Prior Education by Country of Education	24
B)	Current Educational Activities	24
1)	Course Load	24
2)	Course Sites	25
3)	Class Times	25
4)	Class Types	26
C)	Purpose in Taking Courses	27
1)	Reasons for Participation in Continuing Education Courses	27
2)	Reasons for Participation by Gender	29
3)	Goals of Participants	30
4)	Goals of Participants by Age	31
D)	Likes and Dislikes about Adult Courses	32
1)	What Participants Like about Their Courses	32
2)	What Participants Dislike about Their Courses	34

TABLE OF CONTENTS

E)	Barriers to Course Participation	36
1)	Barriers by Program	38
2)	Barriers by Age, Marital Status & Gender	39
F)	Course Structure Preferences of Participants	40
1)	Preferred Type of Class	40
2)	Times Available for Class Attendance	41
3)	Preferred Class Size	42
4)	Willingness to Take Exams	43
G)	Course Satisfaction	44
H)	Marketing Techniques	45
1)	Year Returned to School	45
2)	Year Returned to School by Program	46
3)	Marketing - How Students Heard About Adult Education	46

SECTION 3: EMPLOYMENT PROFILE

A)	Employment Status	49
1)	Employment Status by "Looking" and "Not Looking" for Work	50
2)	Employment Status by Program	51
3)	Employment Status by Gender	53
4)	Employment Status by Gender and Program	55
B)	Government Interest Groups	57
1)	Employment Equity Group Membership	57
2)	Social Assistance Recipients	58
3)	Social Assistance by Program	58
4)	Social Assistance by Gender	59
5)	Social Assistance by Age	59
6)	Social Assistance by Marital Status	61
C)	Work Schedule for Past Twelve Months	62
1)	Annual Work Patterns	62
2)	Annual Work Patterns by Program	63
3)	Weekly Work Patterns	63

TABLE OF CONTENTS

4)	Weekly Work Patterns by Program	64
5)	Weekly Work Patterns by Gender	64
D)	Occupations	65
1)	Occupational Summary	65
2)	Occupations Represented by 10+ Adults	66
E)	Skills Training	67
1)	Skills Training Received by Program	67
2)	Interest in New Skills Training	67
3)	Actual Skills Training Received	68
4)	New Skills Training Desired	70

SECTION 4: SUMMARY STUDENT PROFILES BY PROGRAM AREA

A)	ESL STUDENT PROFILE	74
B)	ABE STUDENT PROFILE	75
C)	CREDIT STUDENT PROFILE.	77

CONCLUSIONS	79
-----------------------	----

RECOMMENDATIONS	80
---------------------------	----

APPENDIX A: SURVEY INSTRUMENT	84
---	----

APPENDIX B: DEFINITIONS RE TABLES 22 & 23	97
---	----

APPENDIX C: OCCUPATIONS (1988) ACCORDING TO CCDO	99
--	----

TABLE OF CONTENTS

LIST OF TABLES

1	Percentage of Returns for Each Program Type by School Board	4
2	Percentage of Males and Females in Each Program .	5
3	Percentages of Participants in Each Age Category by Program	7
4	Percentages of Male and Female Learners in Each Age Category	8
5	Percentage of Male and Female Participants By Age and Program	9
6	Marital Status of Male Participants by Program	10
7	Marital Status of Female Participants by Program	10
8	Citizen Status of Participants in Each Program	13
9	Birth Place of ESL Students by Their Time in Canada	14-15
10	Birth Place of ABE Students by Their Time in Canada	16
11	Birth Place of CREDIT Students by Their Time in Canada	17
12	Median Age Left School by Gender	19
13	Median Age of Adults' Return to School by Gender	19
14	Median Age Returned to School by Marital Status	20
15	Highest Educational Level by Program	21
16	Course Load by Program	22
17	Class Times of Participants by Program	23
18	Types of Classes by Program	24
19	Main Reasons for Taking Courses by Program . .	25
20	Main Reasons for Taking Courses by Gender . . .	26

TABLE OF CONTENTS

21	Future Intentions Upon Completion of Program	27
22	Course Likes	28
23	Course Dislikes	29
24	Barriers to Continuing Education by Program	31
25	Course Type by Preferred Class Type	33
26	Times Available for Class by Program	34
27	Preferred Class Size by Program	35
28	Willingness to Take Exams by Program	36
29	Intention to Take Summer Courses	37
30	Intention to Take Fall Courses	37
31	Percentage of Students Recommending Courses to Others	38
32	Year of Participants' Return to School by Program (Cumulative Percentages)	39
33	Marketing Methods by Program	39
34	Employment Status	41
35	Employment Status by Program	42
36	Employment Status by Gender	43
37	Employment Status by Program and Gender	44/45
38	Membership in Employment Equity Groups Within Each Program	46
39	Percentage of Program Participants on Social Assistance During the Past Year	47
40	Government Support Groups - Gender	48
41	Percentage of Age Categories Receiving Government Support	49
42	Distribution of Social Assistance by Age	50
43	Social Assistance by Marital Status	51

TABLE OF CONTENTS

44	Last Year's Work Record - Full-Time	52
45	Hours Worked Per Week	52
46	Hours Worked Per Week by Gender	53
47	Summary of Occupations (2 Digit Code)	54
48	Occupations Held by Students (N=10+)	55
49	Percentage by Program of Respondents Who Have Received Skills Training	56
50	Interest in New Skills Training by Program	57
51	Job Skills Training Received During Past Five Years	57-59
52	Interest in New Skills Training	59-60

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Beverly McLeod, Ph.D.
Senior Research Analyst

EXECUTIVE SUMMARY

PURPOSE OF THE STUDY

The purpose of this report is to provide a profile of adult learners in the Hamilton-Wentworth secondary school systems and to ascertain associated labour market information concerning this population. Among other things, it is hoped the combination of these two types of information will be of assistance to both the Boards as they deliver educational programs to adults and to Employment Immigration Canada as they seek to guide appropriate and effective labour market adjustments in the greater Hamilton area.

GENERAL FINDINGS

Based on information obtained from 2000 adults enrolled during the 1988-1989 academic year in Adult Education programs in Hamilton-Wentworth, this report describes many of the demographic, educational and employment variables that characterize adult students in ESL, ABE and Credit programs.

Adult learners are predominately female, relatively young (most are under 35 years of age), probably married and most have some years of high school education. Many left school when they were about 17 years of age, and returned, on average, 14 years later. It is notable that students who had never married returned eight to ten years earlier than married or previously married students.

Although the majority of learners are Canadian citizens, a large proportion were born outside of Canada. A wide diversity of ethnic and cultural backgrounds has been identified among the adult learner population.

Most of the respondents began taking adult courses only during the past two years, indicating that this educational "movement" is still fairly young in age. Although many students are taking only one course, a sizeable proportion are taking multiple courses. A very small percent of these learners are taking their courses at more than one site.

Mornings are the most popular time for class attendance; however, a substantial proportion of students also attend evening classes. Adult-only classes constitute the primary mode of instruction in these courses.

In reference to the effectiveness of various marketing strategies, a large majority of the students hear about adult education programs from friends or relatives. Newspapers, the schools themselves, and door-to-door brochures also appear to be effective ways of disseminating information about adult programs.

EXECUTIVE SUMMARY

The four main reasons adults are taking Continuing Education courses are:

- 1) to increase their general level of education,
- 2) to upgrade their job skills,
- 3) to obtain their Grade 12 diploma,
- and, 4) to feel good about themselves.

When they complete their program, many adults want:

- 1) to get jobs or find new jobs;
- 2) enrol in college or university;
- and 3) enter into job training programs.

The two things that learners like the most about taking adult courses are achieving their educational goals and interacting with the other students. The things they dislike the most are specific aspects of course structure and the time commitment involved in taking courses. A number of students feel that there is too much work to cover in too short a time.

When asked about specific barriers or problems that make it difficult for them to take adult courses, students reply that a lack of time and energy, and various personal problems are common obstacles for them. Fear of returning to school is another barrier many of them have to overcome. It is noteworthy that a number of adults find that there is a lack of information about choosing and finding courses, indicating a need for guidance counselling.

Given their choice about the structure of adult courses, many of the adults prefer small, adult-only classes which are taught in the morning. Although the large majority of students are willing to take exams, a significant number are not so willing.

Overall, students are quite satisfied with their current courses. Many intend on taking more courses in the summer and in the fall, and most have recommended the courses to friends or relatives.

In terms of their current employment status and future employment goals, less than half of the students are currently employed, and many of both the employed and the non-employed individuals are looking for new or better jobs. A number of students are on some form of government assistance.

EXECUTIVE SUMMARY

One quarter of the students have taken job skills training courses in the past five years. Two-thirds want additional job skills training. Popular training interests were courses on business skill, clerical skill and computer skill development.

Student summary profiles by major program areas (ie; ESL, ABE, Credit) reveal significant differences between each group in their demographic, educational and employment variables.

The results of this study indicate there is a solid basis for continued liaison between the three Boards of Education and Employment and Immigration Canada to develop meaningful linkages between the adults in Board programs and Federal training/retraining opportunities available to them.

The conclusions and recommendations that stem from this research are not only important for the adult student population in Board of Education programs, the Boards of Education themselves and Employment and Immigration Canada, they are also of significance for all community players concerned with adult education, adult training/re-training and the whole question of effective labour market adjustment in Hamilton-Wentworth.

INTRODUCTION

PURPOSE OF THE STUDY

Adults are going back to school in ever increasing numbers. High schools, once considered the bastion of young people, are opening their classrooms to mature learners, providing them with the opportunity to learn English, to upgrade math and reading skills, or to complete a Grade 12 diploma.

In the Hamilton-Wentworth region, the three School Boards (i.e., the City of Hamilton Board of Education, the Wentworth County Board of Education, and the Hamilton-Wentworth Roman Catholic Separate School Board) provide a wide variety of courses at a multitude of locations in an assortment of instructional modes; however, surprisingly little is known about the adult participants in these programs.

The purpose of this study is to develop a profile of adult learners within the three secondary school systems and to ascertain associated labour market information concerning this population in order to facilitate more effective adult educational programming and labour market adjustment programs within the Hamilton-Wentworth Region.

OBJECTIVES OF THE SURVEY

The Adult Learner Survey 1989 was designed to collect information on demographic variables, education and participation factors, and employment activities of adult students.

METHODOLOGY

Survey Instrument

A twelve page questionnaire was produced in consultation with representatives from the three School Boards and from the Canada Employment Centre. A copy of the questionnaire is attached in Appendix A.

The Sample

The survey population was defined as all adult students taking English as a Second Language (ESL), Adult Basic Education (ABE), or CREDIT courses, through the Secondary School Boards. Adults taking only general interest courses were excluded.

For the purpose of this study, adult learners were defined as those students aged 19 and over and who had not been in full-time attendance at school for a period of at least one year.

In April 1989, approximately 6000 questionnaires were issued to the School Boards for distribution to 58 schools and education centres. The number of questionnaires sent were based on enrolment figures for the Fall of 1988. These figures provide an upper limit to the number of students available for the survey because:

- (1) Enrolments tend to be lower in the spring than in the fall;
- (2) Students who are registered in multiple courses get counted more than once;
- (3) All students who have enrolled in independent study courses are counted but, at any given time, an unknown number of these students will have dropped out.
- (4) Students were surveyed in the middle of the spring term when the numbers of students taking classes would be reduced through attrition.

Survey Administration

Surveys were administered by the teachers during class time. Independent learners, not involved in regular class situations, were asked to participate whenever they handed in assignments.

CODING AND ANALYSIS

Responses were classified by program type: ESL (English as a Second Language), ABE (Adult Basic Education), and CREDIT (including three sub-categories: Day Credit, Night Credit and credit courses (ALC) provided through the Adult Learning Centres).

A small minority of adults were participating in a combination of programs. For the purpose of this report, all students taking at least one ESL class were coded into the ESL category. Those not taking any ESL but enrolled in at least one ABE class were coded ABE. All other combinations were coded CREDIT.

The statistical package used to analyze the data was STATPAC GOLD.

ORGANIZATION OF THE REPORT

The results of this study are presented in three sections:

- Section 1: Demographic Profile
- Section 2: Education Profile
- Section 3: Employment Profile

SECTION 1: DEMOGRAPHIC PROFILE

Demographic variables include A) Response Rate by School Board, B) Gender, C) Age of Participants, D) Marital status, E) Area of Residence, F) Citizenship, G) Country of Origin and Length of Time in Canada.

SECTION 2: EDUCATION PROFILE

This section examines A) Educational Background (i.e. age left school, age returned to school, background educational level), B) Current Educational Activity (i.e., course load, course sites, class times, class types), C) Purpose in Taking Courses (i.e., reasons, goals), D) Likes and Dislikes about adult courses and Barriers to Participation, E) Course Structure Preference (i.e., preferred type of class, times available for class attendance, preferred class size), F) Course Satisfaction (intention of taking summer courses, intention of taking fall courses, recommendations to friends), and G) Marketing Methods (i.e. rates of annual growth in participation, effectiveness of marketing methods).

SECTION 3: EMPLOYMENT PROFILE

Employment activities focus on A) Employment Status (i.e., current job status, number of hours worked per week, employment activity during the previous twelve months), B) Government Interest Groups (i.e., equity group membership, social assistance recipients), C) Work Schedule for Past Twelve Months, D) Occupations (CCDO 2-digits and 4-digits), and E) Skills Training (i.e., previous skills training, and new skills training interests).

3: RESPONSE RATE BY BOARD BOARD

Of the 5,000 questionnaires distributed to the boards, 2,300 surveys were returned completed. Reasons for non-completion of surveys included: 1) the board was not a member of the survey (10%), 2) the board was not a member of the survey (10%), 3) the board was not a member of the survey (10%), 4) the board was not a member of the survey (10%), 5) the board was not a member of the survey (10%), 6) the board was not a member of the survey (10%), 7) the board was not a member of the survey (10%), 8) the board was not a member of the survey (10%), 9) the board was not a member of the survey (10%), 10) the board was not a member of the survey (10%).

The analysis for this report was based on the 2,300 completed questionnaires: 1,175 (51%) from the Hamilton Board, 1,125 (49%) from the Separate Board, and 100 (4%) from the Vancouver County Board.

SECTION 1: DEMOGRAPHIC PROFILE

3: Response Rate by Board Board and Region

A breakdown of response by board and region type is presented in Table 1.

TABLE 1: RESPONSE RATE BY BOARD BOARD FOR EACH REGION TYPE
AT REGION BOARD

REGION	HAMILTON	SEPARATE	VANCOUVER	TOTAL
ALL	1,175	1,125	100	2,400
URBAN	1,175	1,125	100	2,400
RURAL	1,175	1,125	100	2,400
TOTAL	1,175	1,125	100	2,400

As can be seen in Table 1, the response rate was highest from the Separate and Hamilton Boards. The 100 figure for the Vancouver Board reflects the small size relative to the other two boards.

Over half of the responses from the 100 separate were from the Separate Board and nearly a third from the Hamilton Board. It is notable that, in spite of its small size, the Vancouver County Board returned 100 of the 100 responses.

A) RESPONSE RATE BY SCHOOL BOARD

Of the 6,000 questionnaires distributed to the Boards, 2,000 surveys were returned completed. Reasons for non-completion of surveys included student refusals (41), students absent from class (688), surveys already completed in another class (264), and surplus copies of questionnaires (3007) resulting from classes no longer in existence, overestimates of class enrolments or independent learners not available at the time of administration.

The analyses for this report are based on the 2000 completed questionnaires: 1179 (59%) from the Hamilton Board, 608 (30%) from the Separate Board, and 213 (11%) from the Wentworth County Board.

1) Response Rate by School Board and Program

A breakdown of returns by Board and program type is presented in Table 1.

TABLE 1: PERCENTAGE OF RETURNS FOR EACH PROGRAM TYPE BY SCHOOL BOARD

PROGRAM	HAMILTON	SEPARATE	WENTWORTH	TOTAL
ESL (N=643)	39%	54%	7%	100%
ABE (N=199)	30%	52%	18%	100%
CREDIT (N=1158)	74%	15%	11%	100%
ALL	59%	30%	11%	100%

As can be seen in Table 1, the ESL respondents came primarily from the Separate and Hamilton School Boards. The ESL figure for the Wentworth Board reflects its small size relative to the other two Boards.

Over half of the responses from the ABE programs came from the Separate Board and nearly a third from the Hamilton Board. It is notable that, in spite of its small size, the Wentworth County Board returned 18% of the ABE responses.

Nearly three-quarters of the Credit program respondents (74%) were from the Hamilton School Board. Although the Separate Board is responsible for a large proportion of enrolments in credit programming, most of these courses are taught on an independent learning basis. The fact that only 15% of the credit responses came from the Separate Board reflects the difficulty in reaching these independent learners for survey completion rather than low program involvement. To some extent, similar problems were faced by the Wentworth Board in obtaining data from their independent learners.

B) GENDER OF PARTICIPANTS

1) Gender of Participants by Program

Table 2 shows the percentage of males and females in each program category. Of the 1,971 respondents who answered the question on gender, 661 (33.5%) were male and 1,310 (66.5%) were female.

TABLE 2: PERCENTAGE OF MALES AND FEMALES IN EACH PROGRAM

PROGRAM		MALE	FEMALE	TOTAL
ESL	(N=623)	41%	59%	100%
ABE	(N=194)	33%	67%	100%
CREDIT	(N=1154)	30%	70%	100%
ALL	(N=1971)	33.5%	66.5%	100%

The fact that so many women are participating in high school programs in this region is an exciting finding. It suggests that more women are recognizing the need for new skills and academic upgrading. It is also evident that these women are more likely to enroll in credit courses than are the men.

Given the overall 2:1 ratio of females to males, one would expect to find twice the number of females as males in each program category; however, as can be seen in the above table, females are under-represented in the ESL programs and over-represented in the Credit programs.

Figure 1 illustrates the distribution of program participation for each gender. The largest proportion of both males and females are found in the Credit program. Although there is an equivalent percentage of males and females enrolled in the ABE program (10%), the percentage of males is higher than females in the ESL program (39% vs 28%, respectively) and lower in the Credit program (51% vs 62% respectively). In other words, there is a distinct gender difference in program choice, such that females are more involved than males in Credit courses, and males more involved than females in ESL courses.

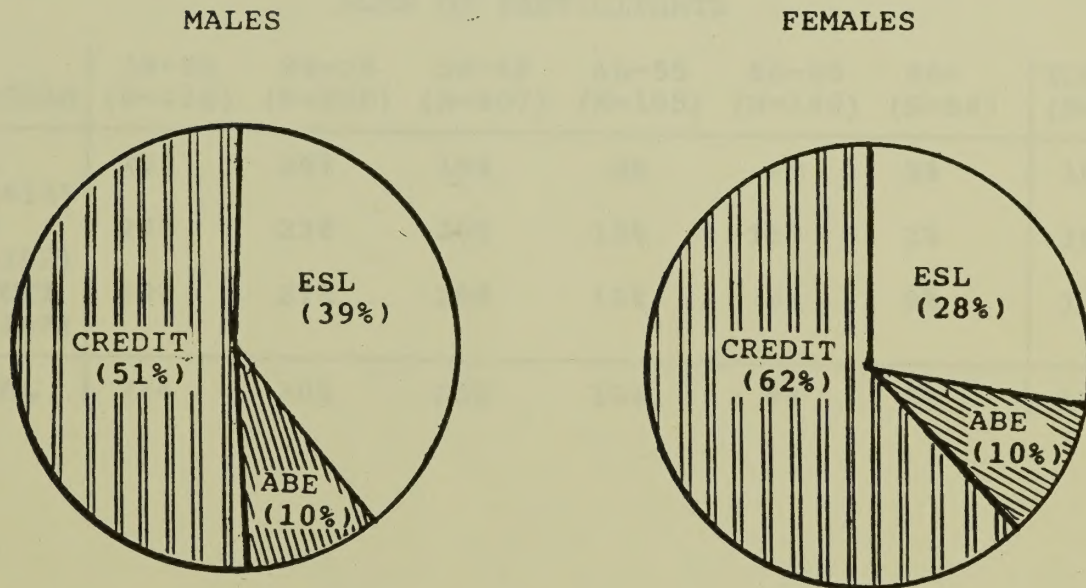


FIGURE 1: PROGRAM INTERESTS OF MALE AND FEMALE PARTICIPANTS

C) AGE OF PARTICIPANTS

1) Age of Participants by Program

The percentage of participants in each age category by program are shown in Table 3.

TABLE 3: PERCENTAGES OF PARTICIPANTS IN EACH AGE CATEGORY BY PROGRAM

PROGRAM	AGES OF PARTICIPANTS						TOTAL (N=1954)
	19-25 (N=416)	26-35 (N=590)	36-45 (N=507)	46-55 (N=195)	56-65 (N=149)	66+ (N=88)	
ESL (N=614)	26%	39%	19%	9%	4%	3%	100%
ABE (N=192)	24%	23%	30%	10%	11%	2%	100%
CREDIT (N=1148)	19%	27%	29%	10%	9%	9%	100%
TOTAL	21%	30%	26%	10%	8%	5%	100%

Overall, adult learners are fairly young. The majority of learners are under 46 years of age (77%), with the largest percentage (30%) in the 26-35 year old age category. Approximately one-fifth of the adult learners are less than 25 years of age.

One finds that participants in the ESL program are younger overall than their counterparts in the ABE and Credit programs. While 65% of ESL students are less than 36 years of age, only 47% of the ABE group and 46% of the Credit students fall under this age category. Correspondingly, there are far fewer ESL students in the 36-45 year old category than found in the other two programs.

2) Age of Participants by Gender

Table 4 shows a breakdown of participants' ages by gender.

TABLE 4: PERCENTAGES OF MALE AND FEMALE LEARNERS IN EACH AGE CATEGORY

GENDER	AGES OF PARTICIPANTS						TOTAL (N=1954)
	19-25 (N=416)	26-35 (N=590)	36-45 (N=507)	46-55 (N=195)	56-65 (N=149)	66+ (N=88)	
MALE (N=659)	28%	30%	19%	6%	9%	8%	100%
FEMALE (N=1295)	18%	30%	30%	12%	7%	3%	100%
TOTAL	21%	30%	26%	10%	8%	5%	100%

A comparison of male and female learners in the different age categories shows some interesting gender differences in adult participants. Relative to their female counterparts, male learners are more likely to be found in the lowest (19-25) age category. In contrast, a proportionately higher number of female learners than male learners are found in the 36-45 year old category. The source of these gender differences is unclear; however, one can speculate that child care and family responsibilities may postpone female participation in adult education for a considerable number of years.

3) Age of Participants by Gender and Program

Table 5 shows the age distribution of male and female learners within each program.

TABLE 5: PERCENTAGE OF MALE AND FEMALE PARTICIPANTS
BY AGE AND PROGRAM

PROGRAM	AGE OF PARTICIPANTS						TOTAL
	19-25 (416)	26-35 (590)	36-45 (507)	46-55 (195)	56-65 (14)	66+ (88)	
ESL							
MALE (255)	27%	39%	19%	8%	5%	2%	100%
FEMALE (359)	25%	39%	20%	10%	3%	3%	100%
ABE							
MALE (64)	25%	25%	33%	8%	8%	1%	100%
FEMALE (128)	23%	22%	28%	12%	13%	2%	100%
CREDIT							
MALE (340)	30%	25%	16%	4%	12%	13%	100%
FEMALE (808)	14%	28%	34%	13%	8%	3%	100%
TOTAL (1,954)	21%	30%	26%	10%	8%	5%	100%

It should be noted that the gender differences in age distribution found in the overall sample appears to result primarily from the Credit participants. Males taking Credit courses are twice as likely as their female counterparts to be in the youngest age category. Similarly, females in the Credit program are twice as likely as males to be in the 36-45 year old category. It is also interesting that there are four times as many male as female participants in the 66+ age category in the Credit program. The reasons for this extreme sex difference in the oldest age category are not known; however, many of the participants in this age category are in wood-working courses which may be differentially attractive to male and females. Thus, to some extent, this sex difference may reflect the specific credit courses offered.

In contrast to the Credit learners, there are few gender differences in ages of ESL and ABE participants.

D) MARITAL STATUS OF PARTICIPANTS

Of the 1,942 respondents who supplied information on their current marital status, 28% of the learners have never been married (i.e., Single); 57% of the learners are currently married or living common-law (i.e., Married); and 15% of the learners are divorced, separated or widowed (i.e., Other).

1) Marital Status of Males by Program

Table 6 shows the marital status of male participants in each of the three types of program.

TABLE 6: MARITAL STATUS OF MALE PARTICIPANTS BY PROGRAM

PROGRAM	SINGLE (N=272)	MARRIED (N=330)	OTHER (N=49)	TOTAL (N=651)
ESL (N=252)	44%	48%	8%	100%
ABE (N=61)	38%	44%	18%	100%
CREDIT (N=338)	40%	54%	6%	100%
TOTAL	42%	51%	7%	100%

Half of the male learners are currently married or living common-law (51%) and nearly half (43%) have never been married. Only 7% of the male learners reported being divorced, separated or widowed. The highest proportion of married men is found in the Credit program (54%) and the lowest proportion is found in the ABE program (44%). The highest proportion of single males is found in the ESL program (44%). It is notable that, relative to the male participants in ESL and Credit programs, male ABE participants are more than twice as likely to be divorced, separated or widowed.

2) Marital Status of Females by Program

Table 7 shows the marital status of female participants in of the three types of program.

TABLE 7: MARITAL STATUS OF FEMALE PARTICIPANTS BY PROGRAM

PROGRAM	SINGLE (N=787)	MARRIED (N=235)	OTHER (N=265)	TOTAL (N=1291)
ESL (N=362)	25%	65%	10%	100%
ABE (N=128)	36%	43%	21%	100%
CREDIT (N=801)	16%	62%	22%	100%
TOTAL	21%	61%	18%	100%

As is true of male participants, the majority of female participants are married or living common-law (61%); however, compared to their male counterparts, females participants are less likely to be single (42% versus 21%, respectively), and more likely to be divorced, separated or widowed (7% versus 18%, respectively).

The highest proportion of married women is found in the ESL program (65%), as is the lowest proportion of divorced, separated or widowed women (10%). Females in ABE programs are the most likely to be single (36%), and the least likely to be married (43%). Females in Credit programs are the least likely to be single (16%).

Comparing the marital status of male and female learners in the ESL programs, it is evident that female ESL learners are more likely than male ESL learners to be currently married and less likely than males to be single.

Comparing males and females in the Credit programs, it is clear that females are more likely than males to be currently married; are three times more likely to be divorced, separated or widowed, and much less likely to be single.

Marital status of male and female ABE participants are remarkably similar with a relatively high proportion of divorced, separated or widowed individuals.

E) AREA OF RESIDENCE

Figure 2 shows the location of residence by 3-digit postal codes for participants in the Adult Education Survey.

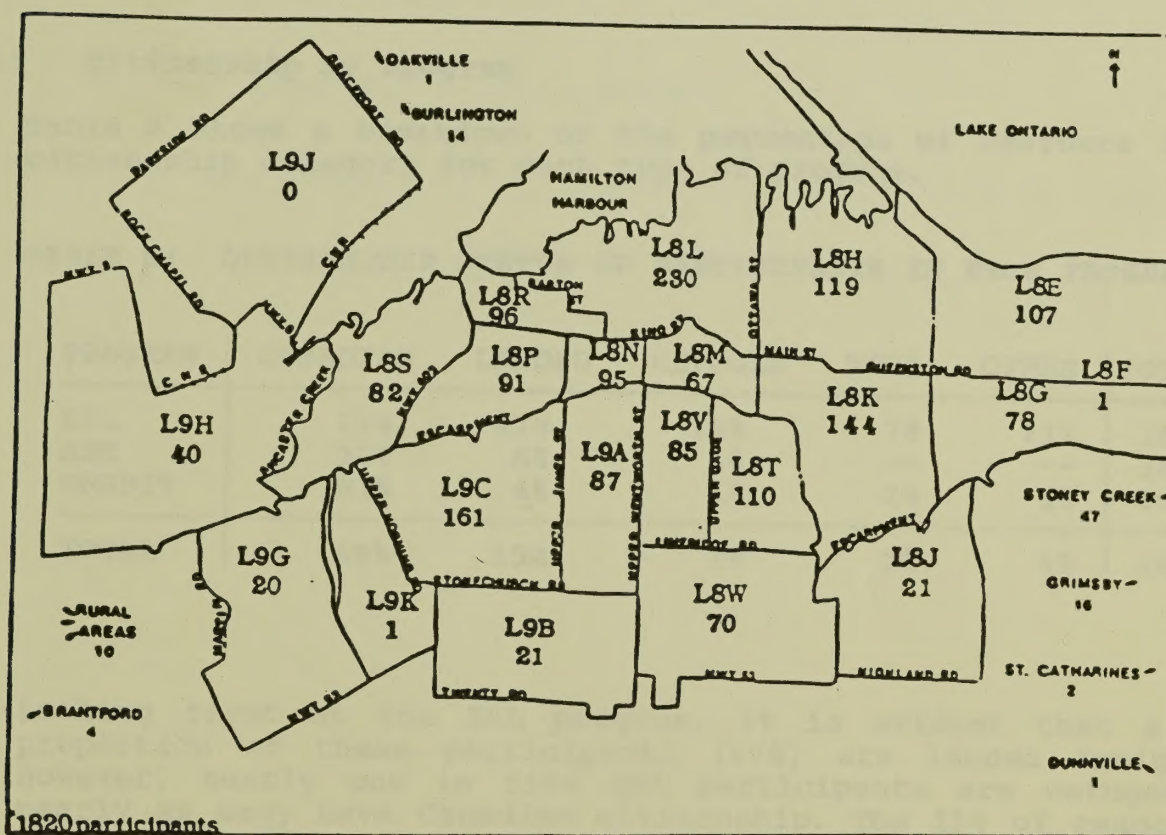


FIGURE 2: LOCATION OF RESIDENCE OF SURVEY PARTICIPANTS BY 3-DIGIT POSTAL CODES

The number of students residing in an area is listed directly below the postal code. In cases where participants are living outside of the greater Hamilton area, the numbers are listed below the name of the resident city, town or area.

Of the 1,820 respondents who provided a postal code, 1,365 live within the City of Hamilton and 407 respondents live in areas encompassed by Wentworth County. In addition, the adult education courses in the Hamilton-Wentworth region attract a number of students from neighbouring towns and cities, including Grimsby (16), Dunnville (1), St. Catharines (2), Burlington (14), Oakville (1), Brantford (4) and surrounding rural areas (10).

F) CITIZENSHIP

The citizenship status of the entire sample of participants is as follows: 68% are Canadian citizens; 19% are landed immigrants; 7% are refugees; 2% are visa students; and 4% are in "other" categories such as tourist or visitor.

1) Citizenship by Program

Table 8 shows a breakdown of the percentage of learners in each citizenship category for each type of program.

TABLE 8: CITIZENSHIP STATUS OF PARTICIPANTS IN EACH PROGRAM

PROGRAM	CANADIAN	LANDED	REFUGEE	VISA	OTHER	TOTAL
ESL	17%	47%	18%	7%	11%	100%
ABE	93%	6%	1%	--	--	100%
CREDIT	91%	6%	1%	1%	1%	100%
TOTAL	68%	19%	7%	2%	4%	100%

Looking first at the ESL program, it is evident that a large proportion of these participants (47%) are landed immigrants; however, nearly one in five ESL participants are refugees and nearly as many have Canadian citizenship. The 11% of respondents in the "Other" category are mainly visitors who are permitted to monitor ESL classes while they are in Canada.

The ABE and Credit participants are nearly all Canadian citizens with a small percentage (6%) who claim landed immigrant status.

G) COUNTRY OF ORIGIN

A large number of participants in adult education programs (48%) are not native-born Canadians, but come from all over the world. The following tables show the incredible diversity of cultural backgrounds that characterize the participants in this study.

Although the majority of foreign-born learners are ESL participants, it is notable that many ABE and Credit program learners also encompass a variety of cultural and ethnic backgrounds.

The following tables (Tables 9, 10 and 11) list the countries of origin and the duration of time living in Canada for ESL, ABE, and Credit students, respectively.

1) Country of Origin - ESL Students

TABLE 9: BIRTH PLACE OF ESL STUDENTS BY THEIR TIME IN CANADA

COUNTRY	TIME IN CANADA						TOTAL
	0-3mth	3-11mth	1-2yr	3-5yr	6-10yr	>10yr	
Afghanistan				1			1
Albania		1					1
Argentina		1			1	1	3
Austria		1					1
Bangladesh		1					1
Brazil		1	2				3
Cambodia		1	1	4			6
China	9	13	13	2		2	39
Chile		1		2			3
Colombia		1					1
Costa Rica		1					1
Cuba			2		2		4
Czechoslovakia		3		1			4
Dominica		3					3
Ecuador			1				1
Egypt			1				1
El Salvador	8	15	19	5	2		49
Ethiopia			1				1
France	1			1			2
Germany		1					1
Ghana			1				1
Greece			1			3	4
Guatemala	3	7	8	2			20
Honduras		1	1				2
Hong Kong	2	2	4			2	10
Hungary	6	9	5	2	1	2	25
India	1	5	2			3	11
Indonesia				1			1
Iraq	2	4					6
Iran	1	9		1	1		12
Italy	1	2	3		2	29	37
Jamaica		2					2

SECTION 1: DEMOGRAPHIC PROFILE

16

TABLE 9: BIRTH PLACE OF ESL STUDENTS BY THEIR TIME IN CANADA

COUNTRY	TIME IN CANADA						TOTAL
	0-3mth	3-11mth	1-2yr	3-5yr	6-10yr	>10yr	
Japan		2					2
Jordan			1				1
Kampuchea				1			1
Korea	1	4	1	1			7
Laos		1		1	2	1	5
Lebanon	1	1	2				4
Mexico		5		5	1		11
Morocco		2					2
Nicaragua		14	4	4			22
Pakistan		1	1				2
Palestine					2		2
Paraguay	1						1
Peru	1	1					2
Philippines		2		1			3
Poland	20	66	37	7	5	9	144
Portugal	2	4	7	2		2	17
Rumania	1	6	4	2	1		14
Somalia	2	1					3
Spain		1	1			2	4
Sri Lanka			1				1
Syria	2					1	3
Turkey	3	1					4
Taiwan	1		2				3
U.S.S.R.			1				1
Vietnam	2	7	11	5	8	1	34
Yugoslavia	11	24	12	3	1	6	57
Missing Cases	1	1	1		2	2	7
TOTAL	N = 83	229	151	54	31	66	614
	% = 13%	37%	25%	9%	5%	11%	100%

The majority of the ESL students surveyed (75%) have called Canada "home" for less than 2 years. This finding indicates that the majority of non-English speaking newcomers become involved with language training soon after their arrival in Canada, once their initial orientation is completed. While ESL students encompass a multitude of nationalities, a significant number of the ESL learners have immigrated to Canada from the Eastern Block region, including Poland (24%), Yugoslavia (9%), and Hungary (4%), and from areas of recent political strife, such as the Central American countries of El Salvador (8%), Guatemala (3%), and Nicaragua (4%). A number of ESL students also come from Italy (6%), Vietnam (6%) and China (6%).

2) Country of Origin - ABE Students

TABLE 10 : BIRTH PLACE OF ABE STUDENTS BY THEIR TIME IN CANADA

COUNTRY	TIME IN CANADA						TOTAL
	0-3mth	3-11mth	1-2yr	3-5yr	6-10yr	>10yr	
Afghanistan					1		1
Barbados						1	1
Canada						126	126
El Salvador					2		2
England						2	2
France						1	1
Grenada			1				1
Germany						1	1
Ghana			1			1	2
Greece						1	1
Hong Kong						1	1
Holland						2	2
Hungary						3	3
India					1	2	3
Italy						18	18
Jamaica				1		3	4
Laos					2		2
Lebanon						2	2
Poland		1			2	3	6
Rumania						1	1
Scotland						1	1
St. Vincent				1			1
Ukraine						1	1
United States				1		1	2
Yugoslavia						6	6
Chose to omit						1	
TOTAL	N =	1	2	3	8	178	192
	% =	.5%	1%	1.5%	4%	93%	100%

In the ABE program, most of the survey participants are Canadian-born (66%). Of the 34% foreign-born students, the large majority have been living in Canada more than 10 years (80%). The most popular countries of origin for foreign-born ABE students are Italy (9%), Poland (3%) and Yugoslavia (3%).

SECTION 1: DEMOGRAPHIC PROFILE

18

3) Country of Origin - Credit Students

TABLE 11: BIRTH PLACE OF CREDIT STUDENTS
BY THEIR TIME IN CANADA

COUNTRY	TIME IN CANADA						TOTAL
	0-3mth	3-11mth	1-2yr	3-5yr	6-10yr	>10yr	
Antigua						1	1
Australia						2	2
Barbados			3		1		4
Canada						869	869
China	2	3				1	6
Czechoslovakia						1	1
Denmark						2	2
El Salvador	1	2			1		4
England	1	2		1		35	39
Guyana				3		7	10
Grenada		1					1
Germany						11	11
Ghana		1					1
Greece						1	1
Guatemala	1	1					2
Honduras		1					1
Hong Kong				1	1	6	8
Holland						12	12
Hungary					1	2	3
Ireland						10	10
India	2	1		1		10	14
Iraq				1			1
Iran		2		1		5	8
Israel				1		1	2
Italy						23	23
Jamaica	3	1				5	9
Korea					2		2
Lebanon	1			1			2
Malta		1					1
Malaysia						1	1
Mexico						1	1
Nicaragua	2	1		2			5
Pakistan	1					2	3
Poland	1	6			1	4	12
Portugal					1	2	3
Rumania		2					2
Scotland	1					22	23
Sri Lanka						1	1
Somalia	1						1
Sweden				1			1

TABLE 11: BIRTH PLACE OF CREDIT STUDENTS
BY THEIR TIME IN CANADA

COUNTRY	TIME IN CANADA						TOTAL
	0-3mth	3-11mth	1-2yr	3-5yr	6-10yr	>10yr	
Trinidad		4	2			8	14
United States				2	2	11	15
Vietnam				2	3		5
Yugoslavia			1			5	6
TOTAL	N = 0	21	31	17	13	1061	1143
	% = --	1.9%	2.7%	1.5%	1.1%	92.8%	100%

A large proportion (76%) of Credit students were born in Canada. Of the 274 students born outside of Canada, 70% have been living in Canada for more than 10 years, whereas 19% have been living in Canada less than 2 years. As in the case of the ABE students, foreign-born Credit students represent a wide variety of nationalities. Of the 274 foreign-born Credit students, many come from Great Britain (26%), Italy (8%), the U.S.A. (5%), India (5%) and Trinidad (5%).

SECTION 1: EDUCATION PROFILE

EDUCATION PROFILE

EDUCATION PROFILE

EDUCATION PROFILE

EDUCATION PROFILE

SECTION 2: EDUCATION PROFILE

EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE
EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE
EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE
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EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE	EDUCATION PROFILE

A) EDUCATIONAL BACKGROUND

1) Age Left School

Table 12 shows the median ages that participants in ESL, ABE and Credit programs left school for the first time (i.e., the ages at which 50% of the participants had stopped attending school as full-time students).

TABLE 12: MEDIAN AGE LEFT SCHOOL BY GENDER

GENDER		ESL	ABE	CREDIT	ALL
MALE	(N=640)	18.5	16.0	17.0	18.0
FEMALE	(N=1242)	18.0	16.0	17.0	17.0
ALL	(N=1902)	18.0	16.0	17.0	17.0

Not surprisingly, students taking ABE classes stopped attending school at a younger age than did ESL or Credit students. Credit students stopped attending school at a younger age than did ESL students. There is little difference between males and females in terms of the age at which they first ceased full-time attendance at school.

2) Age Returned to School

Table 13 shows the median age of participants when they first began taking courses as adult students.

TABLE 13: MEDIAN AGE OF ADULTS' RETURN TO SCHOOL BY GENDER

GENDER		ESL	ABE	CREDIT	ALL
MALE	(N=612)	29.0	30.0	29.0	29.0
FEMALE	(N=1170)	30.0	33.0	33.0	33.0
ALL	(N=1801)	29.0	32.0	32.0	31.0

Looking at the sample as a whole, it can be seen that half of the 1,801 participants began taking adult level courses at the age of 31. Interestingly, participants in ESL programs began taking courses in continuing education at a younger age than did either ABE or Credit program participants.

3) Age Returned to School by Gender

A comparison of the ages at which male and female students returned to school reveals that females in all three programs returned to school at a later age than did males (29 versus 33 years of age, respectively). This gender difference probably reflects the fact that many females find it difficult to return to school while their children are young.

4) Age Returned to School by Marital Status

Another factor that may influence the age at which adults return to school is their marital status. Table 14 shows the median age of return to school for ESL, ABE, and Credit participants by their current marital status.

TABLE 14: MEDIAN AGE RETURNED TO SCHOOL BY MARITAL STATUS

STATUS	ESL	ABE	CREDIT	ALL
SINGLE (N=502)	24.0	25.0	21.0	23.0
MARRIED (N=1017)	33.0	38.0	36.0	35.0
OTHER (N=253)	39.5	39.0	35.0	36.0
ALL (N=1902)	29.0	32.0	32.0	31.0

Marital status appears to be a strong mediating factor in determining the age at which adult learners begin Continuing Education courses. Participants who are currently married, or who have been married (i.e., are divorced, separated or widowed) return to school at a much later age than do participants who have never been married. Although marital status appears to have a similar influence on participants in all three programs, it is notable that Single credit participants return to school at an earlier age than do Single ESL or Single ABE participants. ABE and Credit students who are married or who have been married do not differ greatly in the age at which they first begin to take Continuing Education courses. In contrast, ESL students who are currently married began taking Continuing Education courses at a younger age than did ESL students who are divorced, separated or widowed.

5) Highest Educational Level Attained Before Current Program

Adult learners were asked to indicate their highest level of education prior to enrolling in Continuing Education courses. The results are listed by program in Table 15.

TABLE 15: HIGHEST EDUCATIONAL LEVEL BY PROGRAM

HIGHEST EDUCATIONAL LEVEL	ESL (N=625)	ABE (N=182)	CREDIT (N=1145)	TOTAL (N=1952)
GRADUATE DEGREE	6%	--	2%	3%
COMPLETED UNIVERSITY	8%	--	3%	4%
SOME UNIVERSITY	6%	--	3%	5%
COMPLETED COLLEGE	11%	2%	5%	6%
SOME COLLEGE	4%	5%	13%	10%
COMPLETED HIGH SCHOOL	29%	17%	21%	24%
SOME HIGH SCHOOL	18%	31%	43%	34%
COMPLETED ELEMENTARY	9%	16%	5%	7%
SOME ELEMENTARY	8%	28%	5%	6%
NO FORMAL EDUCATION	1%	1%	--	1%
TOTAL	100%	100%	100%	100%

The participants in this study exhibit a very broad range of educational backgrounds. ESL participants tend to have the highest level of education, with a number of these students possessing graduate and postgraduate university degrees. Although approximately half of the adult students taking credit courses had not completed their Grade 12 prior to entering the Credit program, 21% report having completed Grade 12 and 26% have completed some post-secondary education. Students in ABE have the least formal education with 45% indicating that they had no high school education; nevertheless, 55% have completed at least one year of high school. It is interesting that 24% of these students responded that they have completed high school or taken some college courses.

6) Prior Education by Gender

In terms of prior educational achievement, there are few gender differences in each program, except among the ABE students. Male ABE participants are somewhat more educated than their female counterparts, in that 62% of the males have completed at least one year of high school compared to only 49% of the females.

7) Prior Education by Country of Education

In terms of where participants completed this education, it is interesting that 98% of ESL students, 28% of ABE students and 15% of Credit students have been educated outside of Canada.

B) CURRENT EDUCATIONAL ACTIVITIES

1) Course Load

Of the 1,946 respondents who provided data on their present course loads, 42% reported taking more than one course concurrently. A breakdown by program of the number of courses the adult learners are taking during the spring term is presented in Table 16.

TABLE 16: COURSE LOAD BY PROGRAM

COURSE LOAD	ESL (N=620)	ABE (N=193)	CREDIT (N=1133)	TOTAL (N=1946)
1	71%	52%	53%	58%
2	18%	32%	31%	27%
3	4%	13%	9%	8%
4	7%	2%	4%	5%
5+	---	1%	3%	2%
ALL	100%	100%	100%	100%

Over half of the respondents (58%) are taking one course only; however, course loads vary by the type of program such that ESL students have the lowest course load overall and Credit students have the highest.

Surprisingly, almost one in two ABE and Credit program participants are concurrently enrolled in two or more courses, and a number of students are taking at least four courses. Although students in ESL courses are the least likely to be enrolled in more than one course, a significant proportion of ESL students (29%) are taking two or more concurrent courses.

2) Course Sites

The large majority of adult students (95%) are taking all their courses at one location; however, there is a minority of adults (5%) who are taking courses at two or three locations. At least one student is registered in courses with two different School Boards.

3) Class Times

Class times for participants in the different programs are presented in Table 17. Students taking courses in more than one time slot have been counted in each of the relevant categories.

TABLE 17: CLASS TIMES OF PARTICIPANTS BY PROGRAM

CLASS TIMES	ESL (N=580)	ABE (N=176)	CREDIT (N=1088)	TOTAL (N=1844)
MORNING	60%	52%	38%	55%
AFTERNOON	39%	31%	18%	26%
EVENING	35%	25%	38%	34%
NO FORMAL CLASSES	---	5%	6%	4%
VARIES	---	1%	2%	1%

As shown in the above table, just over half of the students attend classes in the morning; a third attend classes in the evening; and nearly a quarter attend an afternoon class.

The popularity of the morning classes is evident for learners in all three programs; however, the lowest number of morning students are found in the Credit program. Whereas ESL and ABE students are twice as likely to be attending morning classes as evening classes, Credit students are as likely to be attending classes in the evening as they are in the morning.

Afternoon classes are most popular for the ESL courses and much less popular for Credit courses.

Students in independent study courses are under-represented in our sample of adult learners, but they do compose a large portion of the Credit program. The ABE learners who reported themselves as having no formal classes are learners who do their courses through one-on-one tutoring, or students who are taking both ABE classes and independent credit courses. It is interesting to note that 24 students (approx. 1.4%) adjust their class times around varying schedules.

4) Class Types

Adult learners can take courses in three different ways:

- a) in classes with other adult learners (adults only);
- b) in classes with students who are part of the regular high school system (mixed);
- c) by independent or home study (independent).

Table 18 lists by program the percentage of students taking any one of the three types of classes, or any combination of these class types. Because of the diversity in provision of Credit courses, the Credit program has been divided into three component sub-groups: Adult Learning Centre (ALC) courses, Daytime Credit courses, and Night Credit courses.

TABLE 18: TYPES OF CLASSES BY PROGRAM

CLASS TYPE	ESL N=614	ABE N=181	ALC CREDIT N=342	DAY CREDIT N=493	NIGHT CREDIT N=337	TOTAL N=1967
ADULT ONLY	86%	68%	31%	61%	27%	58%
ADULT + MIXED	--	1%	--	9%	1%	3%
ADULT + INDEPENDENT	1%	15%	13%	2%	1%	4%
INDEPENDENT	3%	10%	42%	1%	2%	10%
INDEPENDENT + MIXED	--	1%	5%	--	2%	2%
MIXED	10%	6%	9%	26%	68%	23%
ALL	100%	100%	100%	100%	100%	100%

Looking first at the total sample of adults, it is clear that adult-only classes represent the predominant way in which courses are taken by the survey respondents. Adding up all the categories which include an "adult" class component, it can be seen that 65% of the students are in one or more adult-only

classes. Mixed classes are the next most popular with 28% of the students taking classes with regular high school students.

Independent courses are taken by 16% of the respondents. As mentioned earlier, this figure is based on a low response rate among ALC Credit students due to the difficulty in locating these special independent learners.

Looking at the breakdown of course type by program, it is evident that ESL, ABE and Day Credit courses are provided primarily in an adult-only class format. ALC Credit courses tend to be provided on an independent learning basis, and mixed classes predominate in the Night Credit courses. As previously noted, the proportion of ALC Credit students taking independent learning courses underestimates the actual proportion of these students in the ALC population because of a low response rate for this group.

C) PURPOSE IN TAKING COURSES

1) Reasons for Participation in Continuing Education Courses

Respondents were asked to specify their main reasons for taking continuing education courses. The total percentage of respondents indicating each reason is shown in Table 19.

TABLE 19: MAIN REASONS FOR TAKING COURSES BY PROGRAM

REASONS	ESL (N=643)	ABE (N=199)	CREDIT (N=1158)	TOTAL (N=2000)
UPGRADE READING	28%	74%	16%	26%
GRADE 12 DIPLOMA	10%	42%	48%	35%
UPGRADE JOB SKILLS	12%	37%	43%	32%
LICENSE/CERTIFICATE	11%	11%	4%	7%
ENGLISH FOR WORK	70%	19%	3%	26%
ENGLISH FOR HOME	52%	33%	4%	23%
BETTER EDUCATED	41%	68%	45%	46%
GENERAL INTEREST	17%	25%	31%	26%
MEET NEW FRIENDS	36%	27%	14%	22%
TO GET OUT OF HOUSE	17%	24%	12%	15%
FEEL GOOD ABOUT SELF	42%	61%	39%	42%
HELP FRIENDS	24%	15%	4%	12%
HELP COMMUNITY	16%	14%	5%	10%
OTHER	1%	0%	1%	1%

Overall, as seen in the Total column of the above table, the main reasons given for taking continuing education courses are to become better educated (46%) and to feel better about oneself (42%).

"I just feel good within myself that I am learning, and also that I am capable of learning after so many years."
Respondent

"I am 40 years old and I feel good about myself and I hold my head up a little bit higher." Respondent

Over a third (35%) of the respondents are taking courses in order to get their Grade 12 diploma.

I like "knowing I'm finally going to get my diploma."
Respondent

I like "the feeling of accomplishment. The fact that I'm going to receive my grade 12 diploma after all these years."
Respondent

Employment-related reasons are also given by a sizeable proportion of the learners such that 32% said they want to upgrade work skills; 26% want to learn English for the workplace, and 7% are taking courses to prepare for certification or licensing exams.

"I feel confident about apply for a job now that I have updated my office skills." Respondent

The balance of Table 19 reveals that participants in the three programs have somewhat different reasons for taking courses. Although it is not surprising to find that the ESL students are taking courses in order to learn English, it is interesting that 70% said they are learning English for reasons relating to employment; however, the social aspect of taking courses is also very important to the ESL students. Thirty-six percent of these students consider meeting new friends an important reason for taking courses. Helping their friends and community is another notable reason given by a number of the ESL students (16%).

"I like knowing more English, meeting new friends and being able to forget about the rest of my life for a while."
Respondent

"I want to be able to answer the telephone at home."
Respondent

"The things I like most about taking courses are: ...making new friends, feeling more competent and confident about myself, feeling more in control of my life." Respondent

The main reason for taking courses given by students in the ABE program is to upgrade reading and writing skills; however, 42% of these students are taking courses in order to get a Grade 12 Diploma, and 37% are trying to upgrade job skills. It is significant that becoming better educated and feeling good about one's self are reasons cited more often by ABE students than by any other students.

I want to "become something people can look up to (for my kids)." Respondent

Credit students are taking courses in order to get their Grade 12 Diploma (48%); upgrade their job skills (43%) and to become better educated (45%). Of the three categories of learners, Credit students are more likely to take courses because of a general interest in the course and the least likely to take courses in order to meet new friends, get out of the house, or to help friends or members of their community.

"I am developing a talent in art that I didn't know I had and I am most excited about it." Respondent

2) Reasons for Participation by Gender

Male and female students show some intriguing differences in their responses to this question. Table 20 shows the percentages of males and females who give each of the following reasons for their participation in continuing education courses.

TABLE 20: MAIN REASONS FOR TAKING COURSES BY GENDER

REASONS	MALE (N=661)	FEMALE (N=1310)
UPGRADE READING/MATH	26%	25%
COMPLETE GRADE 12 DIPLOMA	34%	36%
UPGRADE JOB SKILLS	26%	36%
LICENSE/CERTIFICATE	10%	6%
ENGLISH FOR WORK	32%	22%
ENGLISH FOR HOME	22%	22%
BECOME BETTER EDUCATED	40%	49%
GENERAL INTEREST	24%	28%
MEET NEW FRIENDS	21%	22%
TO GET OUT OF HOUSE	12%	16%
FEEL GOOD ABOUT SELF	33%	47%
HELP FRIENDS	11%	11%
HELP COMMUNITY	10%	9%
OTHER	---	1%

One of the most interesting differences in the reasons given by male and female students is that more females (36%) than males (26%) are taking courses in order to upgrade job skills. Female students are also much more likely than males (47% versus 33%, respectively) to say that feeling good about oneself is an important reason for taking courses. Males are more likely to be learning English for work (32%) than are females (22%). Getting a Grade 12 Diploma; general interest in the subject and meeting new friends were mentioned equally often by male and female students.

3) Goals of Participants

Table 21 shows responses to the survey question regarding future intentions or goals of the learners.

TABLE 21: FUTURE INTENTIONS UPON COMPLETION OF PROGRAM

GOALS	ESL (N=643)	ABE (N=199)	CREDIT (N=1158)	ALL (N=2000)
GET A JOB	39%	18%	17%	24%
GET NEW JOB	19%	21%	17%	18%
TRAINING PROGRAM	19%	28%	10%	15%
UNIVERSITY	12%	5%	9%	9%
COLLEGE	17%	16%	23%	20%
TAKE MORE COURSES	37%	40%	35%	36%
STAY HOME	4%	5%	2%	3%
UNDECIDED	13%	28%	18%	17%

The most frequent response given to the question regarding future goals is to "take more courses" (36%); however, a substantial proportion of the adult learners are interested in getting jobs (24%), getting new jobs (18%) or getting into job skills training programs (15%). Intentions to continue their education at the post-secondary level are indicated by 29% of respondents, with 20% planning on entering college programs when they complete their current programs.

Goals tend to differ somewhat for participants in ESL, ABE and Credit programs. ESL participants are twice as likely to chose the goal "get a job" (39%) than are ABE or Credit students. ESL students are also very interested in getting a new job (19%) and in getting into a job skill training program (19%).

ABE students are most likely to want to take more courses when they complete their current program (40%) but a sizeable percentage want to get into training programs (28%), find a job (18%) or get a new job (21%).

Like the ESL and ABE students, a large proportion of Credit students indicate an interest in taking more courses (35%). Nearly one-third (32%) want to continue their education at the post-secondary level. Getting a job (17%) or finding a new job (17%) are also common goals for Credit students.

4) Goals of Participants by Age

A breakdown of goals by age category reveals fewer differences than might be expected. In every age group, except the 19-25 year old category, the goal chosen by the largest majority of students is to "take more courses". For students between 19 and 55 years of age, to "get a job" is the second most popular

response. Interestingly, even in the 56-65 year old category, 5% of the students want to get a job when they complete their program and 2% want to get a new job.

D) LIKES AND DISLIKES ABOUT ADULT COURSES

1) What Participants Like about Their Courses

Participants were asked to state what they liked and disliked the most about taking courses. Their responses were coded and the results are summarized in Tables 22 and 23. (Please refer to Appendix B for a description of the categories used to code these responses.)

TABLE 22: COURSE LIKES

LIKES	ESL (N=487)	ABE (N=157)	CREDIT (N=993)	TOTAL (N=1637)
COURSE CONTENT	21%	18%	9%	14%
COURSE STRUCTURE	3%	7%	3%	4%
SOCIAL CONTEXT	30%	20%	27%	27%
PHYSICAL CONTEXT	---	---	1%	---
INSTRUCTOR	11%	23%	14%	14%
GOAL ACHIEVEMENT	56%	37%	44%	47%
OWN PACE	---	4%	6%	4%
FREE TUITION	---	1%	---	---
PSYCHOLOGICAL HEALTH	3%	12%	16%	12%
EVERYTHING	2%	2%	1%	2%

Looking at the response rates in the Total column, the feature most highly rated by the students is goal achievement. When asked what they liked the most about taking courses, almost half of the students give a response pertaining to the goals achieved by participation (e.g., learning new things; becoming better educated; learning English; learning to think).

After goal achievement, the answer most frequently cited relates to the social aspects of course participation. Thus, 27% of students indicate that talking and interacting with fellow students is what they like the most about taking courses.

"I like the small classes and the people and the teaching and the writting. I have learned so much that I am not afraid to write any more." Respondent

Other positive features identified by a substantial portion of the adult learners include course content (14%), the effectiveness or ability of the instructors (14%) and increased self confidence and esteem (12%).

"It is exciting knowing that I am learning a subject that was not available when I went to school." Respondent

"I am very impressed with the teachers' commitment to the students..." Respondent

"The teachers have a different teaching attitude towards the adult student. They make the adults feel comfortable." Respondent

"I have enjoyed using my brain again. My children...are proud of my accomplishments." Respondent

Looking specifically at participants in the different programs, goal achievement and the social context are the features most frequently cited by participants in all three program groups. ESL participants are more likely to cite course content as one of the most liked aspects of their courses (21%) than were ABE (18%) or Credit (9%) participants. Factors relating to increased self esteem or psychological health are mentioned less frequently by ESL students (3%) than by either ABE (12%) or Credit (16%) students.

ABE students mention course instructors more frequently (23%) than do ESL (11%) or Credit (14%) as their most liked feature of taking courses. Of the three learner groups, ABE students are the least likely to mention social context as a most liked feature of the courses.

2) What Participants Dislike About Their Courses

Table 23 summarizes the features that learners dislike the most about taking courses. Please note that the columns do not necessarily add up to 100% because the respondents could indicate a number of dislikes.

TABLE 23: COURSE DISLIKES

DISLIKES	ESL (N=268)	ABE (N=90)	CREDIT (N=675)	TOTAL (N=1033)
COURSE CONTENT	4%	8%	5%	5%
SOCIAL CONTEXT	1%	2%	4%	3%
PHYSICAL CONTEXT	6%	8%	3%	4%
COURSE STRUCTURE	23%	7%	17%	18%
HOMEWORK	3%	7%	4%	4%
INSTRUCTOR	1%	1%	5%	3%
COURSE LENGTH	2%	1%	1%	1%
LARGE CLASS	3%	---	1%	2%
PERSONAL OBSTACLES	9%	14%	9%	9%
TIME COMMITMENT	2%	3%	18%	13%
SCHOOL LOCATION	1%	1%	---	1%
NOTHING	41%	42%	29%	33%

In comparison to other questions, the response rate on this question is quite low (only 52%). Of these respondents, 33% indicate that there is nothing that they dislike about their courses.

The greatest dissatisfaction appears to be related to course structure. Some examples of the responses that are coded into this category include a perceived lack of equipment (e.g., audiovisual equipment, books, computers), dissatisfaction with classes containing students at very different levels of competence, a dislike of examinations and, the most frequent answer in this category, feelings that there is too much material to be covered in too short a time.

"More learning aids for the science classes would be beneficial. It has apparently been difficult to get specimens for dissection in biology, since we have to wait to see if any are left over from day school."

Respondent

"Unable to remove material from library as regular day school students can...Feeling that the courses are being covered too fast." Respondent

"I think you should have a computer course where the students can use the computers!" Respondent

"Do not put different grades together with one teacher. Better to eliminate courses because it makes for a phoney credit when you learn only half the time."
Respondent

"Maybe have less of a tight schedule, so the teacher doesn't have to go so fast; has more time to explain to those who don't understand or who have problems."
Respondent

"Have a course...on how to prepare for tests or exams... Some students like myself, can do the basic work, but when it comes to doing the tests they seem to fail them." Respondent

The second most common response to this question on dislikes is the necessary time commitment. Many students (13%) find that the time commitment required in taking courses, in addition to their many other obligations, is the most disliked aspect of course involvement. Personal obstacles (e.g., health problems, money problems, job commitments) are also cited by many students (9%) as disliked aspects of taking courses.

"I enjoy the classes but sometimes the homework can be a bit heavy when you work ten hour days."
Respondent

"Not finding enough time to do homework and exhausted or tired after one day's work. this makes it hard for me to be able to concentrate during the class."
Respondent

There are some interesting program differences in the features most disliked. More ESL and ABE students respond that there is nothing

that they dislike about the courses (41% and 41%, respectively) than do Credit students (33%). The features most frequently mentioned as disliked attributes of courses by the ESL students are course structure (23%) and personal obstacles (9%).

ABE students cite personal obstacles as a disliked aspect of their course participation (14%) more frequently than do either ESL (9%) or Credit (9%) participants. ABE students are also more likely to cite course content (8%) and homework (7%) as dislikes of course participation than the ESL or Credit students.

Credit students cite time commitment (18%) and course structure (17%) as their primary dislikes about taking courses. Although not a frequent response, it is interesting that credit students are more likely to cite instructors as a disliked aspect of taking courses than either ABE or ESL participants (5% versus 1%).

E) BARRIERS TO COURSE PARTICIPATION

Adult students returning to the educational system frequently encounter obstacles and problems that are very different from those encountered by younger students. Many have jobs and family responsibilities that must take priority over course work; many suffer from financial problems, personal problems such as low self esteem and feelings of inadequacy and language problems, and many carry with them negative feelings and anxieties stemming from early childhood experiences with school.

"My big problem is I have not money to pay Day Care for my children." Respondent

"If daycare subsidy would let me alone for the hours I keep at school, I am sure, I could get alot more done at home." Respondent

"I am finally realizing that it is not as scary as I thought about going back to school." Respondent

In order to examine some of the perceived barriers to participation in adult courses, survey respondents were asked to indicate what kinds of things have made it difficult for them to take courses. The percentage of students who reported having difficulty with each of 16 potential problems are presented in Table 24.

TABLE 24: BARRIERS TO CONTINUING EDUCATION BY PROGRAM

PROBLEMS	ESL (N=643)	ABE (N=199)	CREDIT (N=1158)	TOTAL (N=2000)
GENERAL				
NOT ENOUGH TIME	38%	52%	53%	48%
NOT ENOUGH ENERGY	30%	35%	32%	31%
PERSONAL PROBLEMS	20%	44%	48%	38%
FAMILY SUPPORT	10%	21%	11%	12%
CHILD CARE	11%	8%	14%	13%
COURSE RELATED				
NO COURSE INFO.	15%	23%	22%	20%
FINDING COURSE	21%	19%	26%	24%
GETTING IN COURSE	16%	19%	19%	18%
TIMETABLE	15%	29%	31%	26%
DISSATISFACTION	11%	9%	10%	10%
TRANSPORTATION	9%	11%	9%	9%
MONEY PROBLEMS	16%	14%	12%	13%
LACK TEACHER TIME	14%	13%	11%	12%
INDIVIDUAL				
FEAR OF FAILURE	11%	17%	16%	14%
BEING DIFFERENT	9%	13%	11%	11%
FEAR OF RETURNING	18%	48%	36%	31%
OTHER PROBLEMS	3%	5%	2%	3%

In examining the total sample of learners, it is evident that a lack of time is the most common obstacle encountered by adult students. Nearly 50% indicate that problems with time make it hard to take courses. Other general problems frequently cited are personal problems (31%) and a lack of energy (38%). The main course related problems include finding the course of interest (24%), fitting courses into personal timetables (26%) and not knowing which courses to take (20%). Regarding problems of the individual, it is notable that 31% of these adults report being afraid initially to return to school.

"I work out of town and By the time I get home it is about 5:30 pm. Then I eat, get washed up, and I try to get to class on time. Except sometimes I don't have enough energy to even go."
Respondent

Many students indicate a need for counselling services.

"I would suggest counsellors be available for adult students, in diploma programs. They can be adviced of options after night school e.g. University, College, Procedure for admissions and basic requirements."

Respondent

"If you can have some way of having an interest test so that an individual would know what to get into regarding career. I have been at a loss as I really do not know what type of career I would like especially since I lost a career because of health reasons."

Respondent

"Have information available in regards to post secondary education, so that people would know exactly what courses to take in order to continue their education." Respondent

1) Barriers by Program

Looking at the problems reported by participants in the three programs, there are some intriguing differences between ESL, ABE and Credit students.

Overall, ESL students report the fewest problems in taking courses. Insufficient time is the most frequently cited problem by ESL students; however, they report time problems less frequently than do ABE or Credit students (38% versus 52% and 53%, respectively). Interestingly, ESL students also report fewer personal problems and fewer problems relating to fear of failure, fear of being different and fear of returning to school than do either ABE or Credit students. In terms of course related problems, ESL students report fewer problems in knowing what courses to take and fewer problems in fitting courses into their timetable.

Problems reported by ABE and Credit participants are quite similar with time, energy, personal problems and fear of returning being the most frequently reported problems by both groups of learners. In spite of these similarities, the problems reported by ABE students differ from those reported by Credit students in a number of ways. More ABE than Credit students report family support problems and nearly half of ABE students report initial fear of

returning to school. Fewer ABE students than Credit students report problems finding the courses they wish to take.

Compared to ESL and ABE students, Credit students report more problems with child care and with finding the courses that they wish to take.

2) Barriers by Age, Marital Status and Gender

It should be noted that the problems reported by participants do not differ greatly when age, marital status and gender factors are examined.

There is a tendency to report fewer problems with increasing age of the participants but the most frequently cited problems of all ages were time, personal problems and fear of returning.

"...Old age limits ability to retain new knowledge."
Respondent

"defective hearing and minor aches and pains that tend to distract, due to the aging process." Respondent

"...put your posters etc in larger print and do not crowd them with details." Respondent

"Hesitating to ask a question out loud...for fear of sounding silly." Respondent

Regarding marital status, there is a tendency for married students to report the fewest problems; single students the next fewest, and divorced or separated students, the most problems. It is interesting that of this last group of students, nearly 50% report that personal problems make it difficult for them to take courses. They report more problems with money, family support and with being afraid of returning to school than do married or single students.

With respect to gender, more females than males report experiencing personal problems, family support problems, child care problems, and transportation problems. Females also report more frequently than males their fears about returning to school and the accompanying fear of possible failure.

F) COURSE STRUCTURE PREFERENCES OF PARTICIPANTS

1) Preferred Type of Class

A comfortable working environment is essential to the learning process. Such factors as classroom size, class type (i.e., adults only, or mixed), and the time of the class, can have a profound effect on a person's learning ability.

Table 25 summarizes learners' responses regarding the type of class they prefer (i.e., adult-only, mixed classes of adults and regular high school students or no preference). Because class type tends to vary for ALC Credit participants, Day Credit participants and Night Credit participants, these sub-categories of Credit courses are presented separately in the table.

TABLE 25: COURSE TYPE BY PREFERRED CLASS TYPE

COURSE TYPE	PREFERRED CLASS TYPE		
	ADULTS ONLY	MIXED	NO PREFERENCE
ESL (612)	43%	10%	47%
ABE (178)	56%	7%	38%
ALC CREDIT (348)	43%	5%	53%
DAY CREDIT (499)	44%	8%	48%
NIGHT CREDIT (337)	22%	12%	66%
ALL (1974)	41%	9%	50%

A large proportion of students (50%) do not prefer one type of class over the other. The number of students who do not have a class type preference ranged from 66% of the students in the Night Credit to 38% of students in ABE. The 50% of the students who did express a preference for one or the other type of class showed a strong preference for "adults only" classes over "mixed" classes (41% versus 9%, respectively). This suggests that many adults returning to the classroom may have reservations about studying with regular high school students.

Preferences for adult-only classes vary as a function of participants' programs. ABE participants show an extreme preference for adult-only classes (56%) over mixed classes (7%). In contrast to the ABE students, 66% of Night Credit students do not prefer one class type over the other; 22% prefer adult-only classes and 12% preferred mixed classes.

2) Times Available for Class Attendance

Adult learners often have to juggle class time around employment and family obligations. Because the times that courses are offered become an important factor in determining participation in adult courses, respondents were asked to indicate when they are available to attend classes. Their responses are summarized in Table 26.

TABLE 26: TIMES AVAILABLE FOR CLASS BY PROGRAM

AVAILABLE	ESL (N=638)	ABE (N=196)	CREDIT (N=1146)	ALL (N=1980)
MORNING	54%	46%	47%	49%
AFTERNOON	34%	29%	19%	25%
EVENING	36%	28%	38%	36%
VARIES	1%	4%	6%	4%
ANYTIME	8%	12%	10%	10%

A general finding for participants in all three of the programs is that mornings are the preferred time for classes. Thus, nearly 50% of the learners reported being available to attend morning classes. Evening classes were the next most popular time for students such that 36% were available to attend evening classes. Only one-quarter of students were available for afternoon classes.

It is noteworthy that, although learners in ESL, ABE and Credit programs show similarity in the times they are available for class, ESL learners are available more frequently than ABE or Credit learners. It is also interesting that ABE learners are less available in the evening than are ESL and Credit learners, and Credit learners are less available in the afternoon than either ESL or ABE learners.

3) Preferred Class Size

In a classroom environment, available teacher time plus student involvement can play an influential role in educational advancement. Because some students feel more comfortable in small, intimate surroundings and others prefer the stimulation of larger group situations, respondents were asked to indicate their preferred class size. Choices of class size included: self with teacher (one-on-one tutoring), small (2-7 students), medium (8-16 students), large (17+ students), or independent study (no formal classes). Their responses are summarized in Table 27.

TABLE 27: PREFERRED CLASS SIZE BY PROGRAM

CLASS SIZE	ESL (N=617)	ABE (N=192)	CREDIT (N=1124)	ALL (N=1933)
SELF WITH TEACHER (1)	8%	14%	4%	6%
SMALL (2-7)	56%	49%	32%	42%
MEDIUM (8-16)	29%	25%	49%	40%
LARGE (17+)	5%	4%	5%	5%
INDEPENDENT STUDY	2%	8%	10%	7%
TOTAL	100%	100%	100%	100%

Overall, 82% of the students prefer small or medium sized classes. Only a small percentage of the students chose one-to-one tutoring, large classes or independent study as their preferred mode of instruction.

Preferred class size is influenced by program choice. Both ESL (56%) and ABE (49%) students prefer small classes to any other class type. In contrast, the class size preferred by the highest number of Credit students (49%) is a medium sized class. Of the three types of learners, Credit students are the most likely to prefer independent study courses (10%) and ABE students are the most likely to prefer learning alone with a teacher (14%).

4) Willingness to Take Exams

Teachers often use exams as an instrument in determining a student's achievement in the course. For some students, exams evoke high anxiety and can be a deterrent to returning to the classroom. Table 28 shows respondents' willingness to take exams as part of their course requirements.

TABLE 28: WILLINGNESS TO TAKE EXAMS BY PROGRAM

	ESL (N=609)	ABE (N=190)	CREDIT (N=1123)	ALL (N=1922)
YES	64%	70%	84%	76%
NO	36%	30%	16%	24%
TOTAL	100%	100%	100%	100%

Overall, over three quarters of participants indicate a willingness to take exams (76%) but more interestingly, 24% indicate that they are unwilling to take exams as part of their course requirements.

Program differences are apparent in the willingness of participants to take exams. Thus, the ESL group are the most reluctant to take exams (36% said "no"); ABE students are the next most reluctant (30% said "no") and Credit students are the least reluctant (16% said "no"). It is important to note that even in the Credit program, a sizeable number of students find examinations an undesirable aspect of taking courses.

G) COURSE SATISFACTION

In order to ascertain course satisfaction, respondents were asked if they intend to take more courses in the immediate future, and whether they have recommended these courses to friends or relatives. Responses to these questions are summarized in the following three tables.

TABLE 29: INTENTION TO TAKE SUMMER COURSES

SUMMER	ESL (N=620)	ABE (N=199)	CREDIT (N=1144)	TOTAL (N=1963)
NO	22%	22%	43%	34%
UNDECIDED	34%	34%	30%	32%
YES	44%	45%	26%	34%
TOTAL	100%	100%	100%	100%

Overall, 34% of the students intend to take courses this summer; a third do not intend to take summer courses, and a third are as yet undecided. Twice as many ESL and ABE students as Credit students intend to take courses in the summer (44% and 45% versus 26%, respectively). This has significant implications for program planning.

TABLE 30: INTENTION TO TAKE FALL COURSES

FALL	ESL (N=619)	ABE (N=195)	CREDIT (N=1149)	TOTAL (N=1963)
NO	7%	4%	9%	8%
UNDECIDED	31%	24%	29%	29%
YES	62%	72%	63%	64%
TOTAL	100%	100%	100%	100%

Nearly two thirds of the students (64%) intend to take courses in the fall term; 8% do not intend to take courses in the fall, and 29% are undecided as yet. It is interesting that the ABE group has the highest percentage of students intending to take fall courses.

TABLE 31: PERCENTAGE OF STUDENTS RECOMMENDING COURSES TO OTHERS

RESPONSE	ESL (N=603)	ABE (N=188)	CREDIT (N=1137)	ALL (N=1928)
YES	84%	73%	83%	82%
NO	16%	27%	17%	18%
TOTAL	100%	100%	100%	100%

An impressive number of participants have recommended adult courses to their friends and relatives (82%). Although the majority of learners in all three programs report having recommended the courses, ABE participants are the least likely to do so. This may reflect the reticence of many of the ABE learners to draw attention to their low literacy skills by recommending courses to others, rather than a decreased satisfaction with courses per se.

In general, participants appear to be quite satisfied with their adult courses. The majority of participants intend to take more courses, and most have recommended courses to others.

H) MARKETING TECHNIQUES

1) Year Returned to School

Participants were asked what year they first returned to school. The results have been classified by year starting in 1984 until the present. All those students starting before 1984 have been totalled under a "Prior '84" category.

Table 32 shows the annual percentage of growth in student participation each year since 1984.

TABLE 32: ANNUAL PARTICIPATION BY PROGRAM

COURSE TYPE	PRIOR '84	'84	'85	'86	'87	'88	'89	TOTAL
ESL (N=595)	9%	1%	2%	5%	7%	43%	33%	100%
ABE (N=186)	9%	2%	4%	6%	10%	32%	37%	100%
CREDIT (N=1111)	17%	2%	2%	4%	13%	31%	31%	100%
ALL (N=1892)	12%	2%	3%	5%	10%	35%	34%	100%

Clearly the past few years have witnessed a sharp rise in the number of adults returning to high school in all program types. A modest progression (beyond the prior '84 base rate) in the percentage of returning adults up to 1987 has recently given way to a range of 31 to 43 percent higher enrolment figures in all program types in both 1988 and 1989. Please note that the 1989 figures represent only the spring enrolment and not the entire year.

2) Year Returned to School by Program and Gender

A breakdown by gender show that both male and female students are returning to school in increasing numbers.

TABLE 33: YEAR RETURNED TO SCHOOL BY PROGRAM AND GENDER

YEAR	ESL		ABE		CREDIT		ALL PROGRAMS	
	M (243)	F (352)	M (64)	F (122)	M (330)	F (781)	M (637)	F (1255)
<1884	7%	9%	12%	7%	16%	17%	12%	15%
1984	1%	2%	2%	2%	1%	3%	1%	2%
1985	3%	2%	3%	4%	2%	2%	2%	2%
1986	2%	6%	9%	5%	4%	4%	4%	4%
1987	5%	9%	13%	8%	13%	13%	10%	11%
1988	47%	40%	28%	35%	29%	32%	36%	35%
1989*	35%	32%	33%	39%	35%	29%	35%	31%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

* 1989 figures represent spring enrolment only.

3) Marketing - How Students Heard About Adult Programs

Effective marketing techniques are an important element in the public's awareness of adult educational services. To obtain information regarding the effectiveness of various marketing techniques in reaching potential adult learners, survey participants were asked how they first heard about adult programs. Their responses are summarized in Table 33.

TABLE 34: MARKETING METHODS BY PROGRAM

METHOD	ESL (N=643)	ABE (N=199)	CREDIT (N=1158)	ALL (N=2000)
MAIL	4%	13%	14%	11%
RADIO	1%	7%	3%	3%
TELEVISION	3%	8%	1%	2%
FRIEND	66%	36%	39%	47%
POSTER	3%	6%	6%	5%
SIGN	1%	5%	10%	7%
CHURCH	4%	2%	1%	2%
CEC	10%	6%	4%	6%
HOTLINE	1%	6%	1%	2%
NEWSPAPER	6%	18%	27%	19%
SCHOOL/SOCIAL AGENCY	12%	25%	20%	18%
OTHER SOURCE	1%	3%	3%	3%

Clearly, friends and family are the key promoters of adult educational services. Thus 47% of learners first hear about adult programs through friends or relatives. This finding is consistent with the data presented earlier showing that a large majority of learners are recommending courses to friends and relatives. A large percentage of learners also heard about adult programs through the newspaper (19%), through schools or social agencies (18%), and through door-to-door pamphlets and brochures (11%).

There are some interesting differences in the ways ESL, ABE and Credit students hear about their programs. ESL students are the most likely of all three groups to hear through friends or relatives (66%). ESL participants are also likely to obtain information on programs through Schools or Social Agencies (12%) or through C.E.C. (10%). ABE participants are likely to hear about programs through friends (36%), school or social agencies (25%), through the newspaper (18%) and through door-to-door brochures (13%). Credit students are most likely to hear about the Credit program through friends (39%), the newspaper (27%), schools or social agencies (20%), door-to-door brochures (14%) and outdoor signs (10%).

A1. EMPLOYMENT STATUS

Adult learners often have work, household, and family responsibilities that compete for time with academic assignments. In order to gain some insight into these non-academic activities, information was collected on the adult learner's employment status.

Employment status categories were categorized: "employed", "unemployed", "student", "homemaker", "volunteer", "radically unable", "on work permit", and "retired". The "radically unable" category did not appear in the original questionnaire. However, respondents wrote in "radically unable" under a category marked "other".

Table 3.1 summarizes the responses on employment status.

SECTION 3: EMPLOYMENT PROFILE

TABLE 3.1: EMPLOYMENT STATUS

STATUS	N	PERCENT
EMPLOYED	514	43%
NOT EMPLOYED	1073	57%
Homemaker	425	39%
Student	225	21%
Unemployed	193	18%
Radically unable	97	9%
On work permit	49	5%
Retired	101	10%
TOTAL	1587	100%

The above table indicates that 43% of the adult learners consider themselves employed or self-employed. The remaining 57% are not currently active in the labor market.

Homemakers (39%) comprised the largest group of non-employed adults. These adults do not represent 39% of the adult learners, indicating that 39% of the adult learners are not currently active in the labor market. In 39% of the cases, the reason for being out of the labor market is 39% of the cases.

A) EMPLOYMENT STATUS

Adult learners often have work commitments and family responsibilities that compete for time with academic assignments. In order to gain some insight into these non-academic activities, information was collected on the adult learner's employment status.

Employment status comprises seven categories: "employed", "homemaker", "student", "unemployed", "medically unable", "no work permit" and "retired". The "retired" category did not appear on the original questionnaire; however, respondents wrote in "retired" under a category marked "other".

Table 35 summarizes the responses on employment status.

TABLE 35: EMPLOYMENT STATUS

STATUS	N	PERCENT
EMPLOYED	836	43%
NOT EMPLOYED	1086	57%
Homemaker	425	22%
Student	225	12%
Unemployed	168	9%
Medically Unable	97	5%
No Work Permit	69	4%
Retired	102	5%
ALL	1922	100%

The above table indicates that 43% of the adult learners consider themselves employed or self-employed. The remaining 57% are not currently active in the labour market.

Homemakers (22%) comprise the largest group of non-employed adults. Those unable to work represent 9% of the adult learners, indicating medical causes in 5% of the cases, and lacking work permits as a reason in 4% of the cases.

1) Employment Status by "Looking" and "Not Looking" For Work

Adults were also asked if they were "looking" for work. Table 36 provides a breakdown of responses on employment status by "looking" and "not looking" sub-categories.

TABLE 36: EMPLOYMENT STATUS BY "LOOKING" AND "NOT LOOKING"

STATUS		N	PERCENT
EMPLOYED	- Looking	480	25%
	- Not Looking	356	18%
NOT EMPLOYED			
Homemaker	- Looking	274	14%
	- Not Looking	151	8%
Student	- Looking	118	6%
	- Not Looking	107	6%
Unemployed	- Looking	135	7%
	- Not Looking	33	2%
Medically Unable		97	5%
No Work Permit		69	4%
Retired		102	5%
TOTAL		1922	100%

From Table 36, it is clear to see that the largest sub-group represented in the adult learner population is currently employed but, nevertheless, looking for a new or better job (25%). This reinforces the assumption that many adults are upgrading or learning new skills in order to advance in the work place.

The majority of homemakers are considering entry or re-entry into the labour force, with twice as many looking for work (14%) than not looking (8%). This indicates again that academic upgrading is seen as providing an important avenue to entry or re-entry into the workforce.

Overall, 52% of all the adult learners are looking for a new or better job. Again, this supports the notion that academic upgrading and skills training provide access to more job opportunities.

2) Employment Status by Program

Table 37 further refines the analysis by adding the three program areas to the discussion on employment status.

TABLE 37: EMPLOYMENT STATUS BY PROGRAM

STATUS			ESL (N=606)	ABE (N=192)	CREDIT (N=1135)	ALL (N=1933)
EMPLOYED	-	LOOKING	20%	21%	28%	25%
	-	NOT LOOKING	12%	21%	21%	18%
		SUB-TOTAL	32%	42%	49%	43%
HOMEMAKER	-	LOOKING	6%	11%	19%	14%
	-	NOT LOOKING	7%	8%	8%	8%
		SUB-TOTAL	13%	19%	27%	22%
STUDENT	-	LOOKING	12%	6%	3%	6%
	-	NOT LOOKING	12%	5%	2%	6%
		SUB-TOTAL	24%	11%	5%	12%
UNEMPLOYED	-	LOOKING	12%	8%	4%	7%
	-	NOT LOOKING	3%	2%	1%	2%
		SUB-TOTAL	15%	10%	5%	9%
MEDICALLY UNABLE			3%	16%	4%	5%
NO WORK PERMIT			11%	---	---	4%
RETIRED			2%	1%	8%	5%
TOTAL			100%	100%	100%	100%

Within the ESL program, 50% of the adults are looking for new or better jobs. Nearly one-third (32%) of the ESL adults are currently employed and another 30% are not employed but indicate an interest in looking for work. Homemakers make up only 13% of the ESL group, while 24% claim to be in school full-time. The principal reasons for not looking for work seem to be full-time school attendance (12%) (in order to learn English) and the lack of a work permit (11%) (associated with non-immigrant status).

Within the ABE program, 40% of the adults are looking for new or better jobs. In contrast with the ESL program, 42% of the ABE learners are employed and another 25% are unemployed but looking for work. Homemakers comprise 19% of this group and 11% of the ABE adults study full-time. A large proportion (16%) of ABE students are unable to work for medical reasons.

Within the Credit program, 54% of the adults are looking for new or better jobs. Almost half (49%) of the Credit students are employed, with an additional 26% not employed but looking for work. The largest group of homemakers (27%) and the smallest group of full-time students (5%) are found in this program. The main reasons for not participating in the workforce appear to be retirement (8%) and homemaking (8%).

3) Employment Status by Gender

It is interesting to note how gender affects employment status. The results of the tabulation are provided in Table 38.

TABLE 38: EMPLOYMENT STATUS BY GENDER

STATUS			MALE (N=643)	FEMALE (N=1273)	ALL (N=1916)
EMPLOYED	-	LOOKING	29%	23%	25%
	-	NOT LOOKING	23%	16%	18%
		SUB-TOTAL	52%	39%	43%
HOMEMAKER	-	LOOKING	1%	21%	14%
	-	NOT LOOKING	--	12%	8%
		SUB-TOTAL	1%	33%	22%
STUDENT	-	LOOKING	5%	7%	6%
	-	NOT LOOKING	7%	5%	6%
		SUB-TOTAL	12%	12%	12%
UNEMPLOYED	-	LOOKING	8%	6%	7%
	-	NOT LOOKING	2%	2%	2%
		SUB-TOTAL	10%	8%	9%
MEDICALLY UNABLE			7%	4%	5%
NO WORK PERMIT			6%	2%	4%
RETIRED			12%	2%	5%
TOTAL			100%	100%	100%

Table 38 indicates that 52% of adult males are employed compared to 39% of the females. In contrast, 57% of the females compared to 43% of the males indicate an interest in looking for a new or better job. In the non-employed categories, only 14% of the males are looking for work compared to 34% of the females.

Retirees (12%) and full-time students (12%) comprise the largest groups of males currently not in the labour force. Homemakers (33%) and full-time students (12%) make up the largest groups of females not earning a wage.

Entering or returning to the work force is an important issue among the homemakers, where two-thirds of them responded that they were looking for employment. (If one were to examine an age factor, it would show that the desire to work outside of the home is strongest among the 26-45 year old homemakers (80%), and declines steadily after that age.)

Those medically unable to work comprise 7% of the males and 4% of the females. (When the age factor is considered, medical problems affect more males at a younger age and more females at an older age, with both groups peaking in the 36-45 age bracket.)

The same percentage (12%) of males and females consider themselves to be full-time students. (When examining the age groups of each gender, both tend to peak early in the 19-25 age range and steadily decline thereafter.)

Similar percentages (10% and 8%, respectively) of males and females indicated that they are "unemployed". (Unemployed males are older than unemployed females in the sample. Males in this category peak at 16% in the 36-45 age range in contrast to the females who tend to peak earlier at 19-25 years of age (11%).) This gender difference can partially be explained by older unemployed females referring to themselves as homemakers, whereas males do not have such a socially acceptable non-employed reference.

Three times the number of males than females (6% : 2%) are unable to work due to a lack of work permits. (This legal barrier affects the males fairly evenly in the 19-55 age categories, averaging 7% overall. The largest percentage of females without work permits are found in the younger 19-35 age groups, averaging only 4% overall.)

4) Employment Status by Gender and Program

Table 39 provides a gender comparison within each program by employment category.

SECTION 3: EMPLOYMENT PROFILE

55

TABLE 39: EMPLOYMENT STATUS BY PROGRAM AND GENDER

STATUS		PROGRAM	MALE	FEMALE	ALL
		ESL ABE CREDIT	(N=245) (N=62) (N=336)	(N=349) (N=127) (N=797)	(N=594) (N=189) (N=1133)
EMPLOYED - LOOKING		ESL	27%	16%	20%
		ABE	31%	17%	21%
		CREDIT	31%	27%	28%
EMPLOYED - NOT LOOKING		ESL	14%	10%	12%
		ABE	26%	20%	22%
		CREDIT	29%	18%	21%
HOMEMAKER - LOOKING		ESL	1%	10%	6%
		ABE	--	17%	11%
		CREDIT	--	27%	19%
HOMEMAKER - NOT LOOKING		ESL	--	12%	7%
		ABE	--	12%	8%
		CREDIT	--	11%	8%
STUDENT - LOOKING		ESL	10%	13%	12%
		ABE	3%	6%	5%
		CREDIT	1%	4%	3%
STUDENT - NOT LOOKING		ESL	13%	11%	12%
		ABE	5%	5%	5%
		CREDIT	3%	2%	2%
UNEMPLOYED - LOOKING		ESL	11%	12%	12%
		ABE	10%	7%	8%
		CREDIT	6%	4%	4%
UNEMPLOYED - NOT LOOKING		ESL	2%	4%	3%
		ABE	--	2%	2%
		CREDIT	2%	1%	1%
MEDICALLY UNABLE		ESL	3%	3%	3%
		ABE	24%	13%	16%
		CREDIT	6%	4%	4%
NO WORK PERMIT		ESL	15%	7%	11%
		ABE	---	--	---
		CREDIT	1%	--	---
RETIRED		ESL	3%	1%	2%
		ABE	2%	1%	1%
		CREDIT	21%	2%	8%
TOTAL		ESL	100%	100%	100%
		ABE	100%	100%	100%
		CREDIT	100%	100%	100%

Table 39 indicates that just under half (49%) of the ESL males and 51% of the ESL females are looking for new or better jobs. Within the ESL program, 41% of the males are employed compared to only 26% of the females. Of the employed ESL learners, 66% of the males and 62% of the females are looking for a better job. Of those who are able to work, 22% of the non-employed males are looking for work compared to 35% of the ESL non-employed females. These findings suggest that employed male and female ESL students are equally likely to be seeking new jobs; however "non-employed" females are more likely to be trying to get a job than are "non-employed" males.

Within the ABE program, 44% of the males and 47% of the females are looking for a new or better job. This ABE group has 57% of its males employed compared to only 37% of its females. Of the employed ABE learners, 54% of the males and 46% of the females are looking for a better job. Of the ABE students who are able to work, 13% of the non-employed males and 30% of the non-employed females are trying to find a job. It is to be noted that a large proportion of ABE adults (24% of the males and 13% of the females) are unable to work for medical reasons.

It is within the Credit program that the greatest gender difference is found with respect to looking for a new or better job. The majority of Credit females (62%) compared to only 38% of the Credit males indicated that they are looking for a new or better job. These figures are influenced by the high number of Credit females classified "Homemaker - Looking" (27%). Within the Credit program, 60% of the males are employed compared to only 45% of the females. Of the employed Credit learners, 52% of the males and 60% of the females are looking for new jobs. Of all the Credit students who are not currently active in the labour force, 10% of the males and 35% of the females are looking for work.

Once again, we see the clear interest on the part of the females in entering or re-entering the workforce.

B) GOVERNMENT INTEREST GROUPS

1) Employment Equity Group Membership

Adult learners were asked if they considered themselves to be members of an "employment equity group". Possibly because of the sensitivity of the information, there is a response rate of only 79% on the disabled person category, 75% on the native person category, and 75% on the visible minority category.

Table 40 summarizes the percentage of the affirmative responses within each program.

TABLE 40: MEMBERSHIP IN EMPLOYMENT EQUITY GROUPS WITHIN EACH PROGRAM

PROGRAM	DISABLED PERSON		NATIVE PERSON		VISIBLE MINORITY	
	N	%	N	%	N	%
ESL	28	6%	6	1%	79	16%
ABE	31	21%	6	5%	10	8%
CREDIT	63	7%	22	3%	49	6%
ALL	122	8%	34	2%	138	9%

Overall, 8% of the adult learners consider themselves to be disabled. This coincides with the 5% that indicated that they are medically unable to work (see Table 35). The ABE program has the largest percentage (21%) of its students indicating that they are disabled.

Overall, 2% of the adult learners identify themselves as native persons. The program with the highest percentage (5%) of Native people is Adult Basic Education.

Visible minorities make up 9% of the adult student population, with the ESL housing the highest percentage (16%).

2. Social Assistance Recipients

The survey contained questions on four types of government financial assistance: mother's allowance, general welfare, disability allowance, and unemployment insurance.

There is a fairly even distribution of sources of government support being paid to adult learners; however, when one considers program distribution, different patterns of support emerge.

3. Social Assistance by Program

The results of the tabulation on social assistance received during the past twelve months are listed by program in Table 41. Again, because of the sensitivity of the information, only 72% of adult learners provide any response to the question on mother's allowance, 73% on general welfare, 70% on disability, and 72% on UIC. Only the affirmative responses are reported in Table 41.

TABLE 41: PERCENTAGE OF PROGRAM PARTICIPANTS
ON SOCIAL ASSISTANCE DURING THE PAST YEAR

PROGRAM	MOTHER'S ALLOWANCE		GENERAL WELFARE		DISABILITY ALLOWANCE		UIC	
	N	%	N	%	N	%	N	%
ESL	36	8%	103	21%	18	4%	39	9%
ABE	15	13%	23	19%	43	31%	13	11%
CREDIT	116	13%	62	8%	62	8%	120	14%
ALL	167	12%	188	13%	123	9%	172	12%

For ESL students, general welfare is the most common government subsidy. Thus, 21% of ESL learners have received financial aid from welfare sometime during the past 12 months. This can be partially explained by the fact that 18% of ESL students claim refugee status. (See Table 7).

Within the ABE program, disability allowance represents the most common form of government support, and is paid to 31% of the respondents.

In the CREDIT program, a fairly even distribution of government assistance is present. UIC (14%) and mother's allowance (13%) are the main sources of support.

4. Social Assistance by Gender

An examination of social assistance recipients by gender is provided in Table 42.

TABLE 42: GOVERNMENT SUPPORT GROUPS - GENDER

GENDER	MOTHER'S ALLOWANCE		GENERAL WELFARE		DISABILITY ALLOWANCE		UIC	
	N	%	N	%	N	%	N	%
MALE	9	2%	89	18%	50	11%	48	10%
FEMALE	157	16%	96	10%	73	8%	123	13%
ALL	166	12%	185	13%	123	9%	171	12%

SECTION 3: EMPLOYMENT PROFILE

59

Table 42 shows that general welfare is the predominant source of government assistance for males (18%) and mother's allowance for females (16%).

NOTE: Because some of the respondents confused "mother's allowance" with the monthly "family allowance" cheque, the figures for mother's allowance may not accurately reflect the actual percentages of students receiving this aid.

General welfare payments have gone to 18% of the males and 10% of the females.

Disability allowance has been received by 11% of the males and 8% of the females, and UIC has been paid to 10% of the males and 13% of the females.

5. Social Assistance by Age

Age as a factor in receiving social assistance is examined in Table 43.

TABLE 43: PERCENTAGE OF AGE CATEGORIES RECEIVING GOV'T SUPPORT

AGE	MOTHER'S ALLOWANCE		GENERAL WELFARE		DISABILITY ALLOWANCE		UIC	
	N	%	N	%	N	%	N	%
19-25	29	10%	67	21%	20	7%	32	11%
26-35	63	15%	61	15%	37	9%	60	14%
36-45	61	16%	33	9%	33	9%	55	15%
46-55	13	9%	19	13%	20	14%	17	11%
56-65	---		8	7%	13	11%	7	6%
ALL	166	12%	188	13%	123	9%	171	12%

There appears to be a fairly even distribution of government assistance in the 19-55 age brackets.

The principal source of subsidy for young adults (aged 19-25) appears to be general welfare, which is paid to 21% of the students in this age category.

The 26-35 age bracket is supported fairly evenly by mother's allowance (15%), general welfare (15%) and UIC (14%).

Mother's allowance (16%) and UIC (15%) are the predominant sources of funding for the 36-45 year old students.

Disability allowance (14%) and welfare (13%) appear to be the main sources of support in the 46-55 age category.

Finally, disability payments (11%) dominate the subsidies in the 56-65 age category.

Table 44 focuses on the distribution of each social assistance program across the age spectrum.

TABLE 44: DISTRIBUTION OF SOCIAL ASSISTANCE BY AGE

SUPPORT		19-25	26-35	36-45	46-55	56-65	ALL
MOTHER'S ALLOW	(N=166)	17%	38%	37%	8%	--	100%
GENERAL WELFARE	(N=188)	36%	32%	18%	10%	4%	100%
DISABILITY	(N=123)	16%	30%	27%	16%	11%	100%
UNEMPLOYMENT	(N=171)	19%	35%	32%	10%	4%	100%

Those adults considered to be in the prime of their working lives (ages 26-45) are heavily subsidized. The 26-45 age categories receive 75% of all mother's allowance payments, 50% of general welfare payments, 57% of disability allowance, and 67% of U.I.C. cheques.

Types of social assistance vary as a function of the age of the adult learners.

Most of mother's allowance payments go to 26-45 year olds (75%), however 17% went to the younger 19-25 year olds.

The largest percentage of general welfare payments go to the youngest age group (36%); however, this figure is influenced by the large ESL category (18%) claiming refugee status.

Surprisingly, 73% of the disability payments are made to students under age 46, with the highest percentage going to 26-35 year olds (30%).

Unemployment insurance subsidies are most frequently received by adults in the 26-35 and 36-45 year old categories, however 19% is received by adults in the youngest age category (19-25 year olds).

6. Social Assistance by Marital Status

It is interesting to examine what influence marital status has on receiving government support. Table 45 provides a profile of social assistance distribution by marital status.

TABLE 45: SOCIAL ASSISTANCE BY MARITAL STATUS

MARITAL STATUS	MOTHER'S ALLOWANCE		GENERAL WELFARE		DISABILITY ALLOWANCE		UIC	
	N	%	N	%	N	%	N	%
SINGLE	25	7%	80	20%	58	15%	35	10%
MARRIED	59	7%	76	9%	35	4%	113	13%
OTHER	82	39%	28	17%	28	17%	24	15%
ALL	166	12%	184	13%	121	9%	172	12%

As illustrated in Table 45, marital status does affect the need for government assistance. The largest group of social assistance recipients are in the divorced, separated or widowed category (classified as "other"). Their principal source of subsidy is mother's allowance, with 39% of "other" respondents indicating receiving or having received such support during the past year.

Single persons are mainly supported through general welfare (20%) and disability allowance (15%).

Married persons indicate that UIC payments (13%) are their main source of government assistance.

C) WORK SCHEDULE FOR PAST TWELVE MONTHS

Many adults are faced with the challenge of earning an income while completing an academic program. When developing programs for adult students, consideration of work schedules must be addressed.

1. Annual Work Patterns

Adult learners were asked if they had worked full-time at some point during the past twelve months. The number of months worked were recorded, and the median number calculated. An indication of eligibility for U.I.C. benefits was made based on having worked six of the last seven months. Table 46 chronicles their responses by program.

TABLE 46: LAST YEAR'S WORK RECORD - FULL-TIME

PROGRAM	WORKED FULL-TIME LAST YEAR		# MNTHS WORKED (MEDIAN)	WORKED SIX OF LAST SEVEN MONTHS	
ESL	226	(38%)	7	87	(15%)
ABE	93	(49%)	12	59	(33%)
CREDIT	549	(49%)	11	317	(29%)
TOTAL	868	(45%)	10	463	(24%)

Overall, 45% of the respondents have worked full-time for an average of 10 months during the past year. Nearly one-quarter of them worked six of the last seven months, making them eligible for unemployment benefits.

2. Annual Work Patterns by Program

Table 46 also shows that within the ESL program, 38% of the students have worked full-time, but averaged only 7 months of full-time work. This point can be explained by the fact that a considerable number of ESL students have refugee status, and therefore cannot work. Only 15% of the ESL students are eligible for unemployment benefits.

Nearly half of the ABE students worked full-time during the past year, and averaged 12 months of full-time employment. One third of ABE students are eligible for UIC, having worked six of the past seven months.

Similarly, 49% of CREDIT students worked full-time, and averaged 11 months of full-time employment. Nearly a third of CREDIT students are also eligible for UIC.

3. Weekly Work Patterns

In examining work schedules, it is important to note not only the annual pattern of employment, but also the weekly pattern. Table 47 provides a summary of the number of hours worked each week by program.

TABLE 47: HOURS WORKED PER WEEK

	ESL (N=597)	ABE (N=191)	CREDIT (N=1135)	TOTAL (N=1923)
LESS THAN 10 HOURS	3%	4%	5%	4%
10 TO 24 HOURS	5%	7%	12%	9%
25 TO 40 HOURS	14%	23%	22%	19%
MORE THAN 40 HOURS	13%	13%	14%	14%
NOT EMPLOYED	64%	53%	47%	53%
CHOSE TO OMIT	1%	1%	0%	1%
TOTAL	100%	100%	100%	100%

At the time of the completion of the survey, 34% of the respondents indicated that they are working at least 25 hours or more per week. The fact that 14% of the respondents work more than 40 hours a week should be taken into consideration when developing curricula and assigning homework.

4. Weekly Work Patterns by Program

When considering program, a similar distribution is found among those working at least 25 hours per week, ranging from 27% in the ESL to 36% in both the ABE and Credit programs.

Part-time work, under 25 hours per week, is more predominant in the Credit program (17%) than in the ABE program (11%) or the ESL program (8%).

In general, the highest percentage of students not working are found in the ESL program (64%) and the lowest in the Credit program (47%).

5. Weekly Work Patterns by Gender

Table 48 examines the hours worked per week by both males and females.

TABLE 48: HOURS WORKED PER WEEK BY GENDER

HOURS	FEMALE	MALE	TOTAL
LESS THAN 10 HOURS	5%	2%	4%
10 TO 24 HOURS	12%	4%	9%
25 TO 40 HOURS	19%	21%	19%
MORE THAN 40 HOURS	7%	27%	14%
NOT EMPLOYED	57%	46%	53%
ALL	100%	100%	100%

Table 48 indicates a gender difference among employed males and females. Males tend to work (outside of the home) more hours per week than females. Nearly half of the males (48%) indicated that they work full-time while only 26% of females work more than 25 hours per week. A considerable gender difference is found in the 40+ hours category, where 27% of the males are found and only 7% of the females.

More females (17%) than males (6%) work part-time.

D) OCCUPATIONS

Reference to the Canadian Classification and Dictionary of Occupations (CCDO) has been made in coding the jobs held by the adult learners. The following tables provide lists of the predominant occupational titles. A complete list of all occupations is attached in Appendix C.

1. Occupational Summary

Table 49 summarizes the number of cases of jobs found under each major occupational group (2-digit CCDO).

TABLE 49: SUMMARY OF OCCUPATIONS (2 DIGIT CCDO)

CCDO	OCCUPATIONAL TITLE	FREQUENCY
11	MANAGERIAL, ADMINISTRATIVE OCCUPATIONS	12
21	OCC IN NAT'L SCIENCES, ENGINEERING & MATH	19
23	OCC IN SOCIAL SCIENCES & RELATED FIELDS	30
25	OCCUPATIONS IN RELIGION	3
27	TEACHING AND RELATED OCCUPATIONS	69
31	OCCUPATIONS IN MEDICINE AND HEALTH	40
33	ARTISTIC, LITERARY, PERFORMING ARTS OCC	9
37	OCCUPATIONS IN SPORT AND RECREATION	1
41	CLERICAL AND RELATED OCCUPATIONS	223
51	SALES OCCUPATIONS	101
61	SERVICE OCCUPATIONS	178
71	FARMING, HORTICULTURAL & ANIMAL HUSBANDRY OCC	19
81/82	PROCESSING OCCUPATIONS	44
83	MACHINING AND RELATED OCCUPATIONS	32
85	PRODUCT FABRICATING, ASSEMBLING & REPAIRING	83
87	EXCAVATING, GRADING, PAVING AND RELATED OCC	55
91	TRANSPORT EQUIPMENT OPERATING OCCUPATIONS	27
93	MATERIAL HANDLING AND RELATED OCCUPATIONS	57
95	OTHER CRAFTS AND EQUIPMENT OPERATING	4
99	OTHER OCCUPATIONS IN LABOURING	6
TOTAL		1012

The largest group of occupations are clerical in nature (CCDO 41) and represent 22% of the respondents. Service occupations (CCDO 61) comprise the second largest occupational group, with 18% of the respondents. Sales occupations (CCDO 51) represent the third largest group of occupations and comprise 10% of the adult learner respondents.

For a complete list of all occupations classified by their four digit CCDO number, please refer to Appendix C.

E) SKILLS TRAINING RECEIVED DURING THE PAST 5 YEARS

The survey contained questions relating to skills training received during the past five years and the respondents' interest in acquiring new skills.

1) Skills Training by Program

Table 51 indicates the percentage of program participants that have received training.

TABLE 51: PERCENTAGE BY PROGRAM OF RESPONDENTS WHO HAVE RECEIVED SKILLS TRAINING

PROGRAM	RECEIVED TRAINING	
	YES	NO
ESL	21%	79%
ABE	17%	84%
CREDIT	28%	72%
ALL	25%	75%

Overall, 25% of the adult learners responded that they had received some skills training during the past five years.

There are differences among program participants in regard to their previous skills training. The large majority in each category claim to have received no job training or skill development courses in the past five years; however, Credit students are the most likely, and ABE the least likely, to have acquired recent job training experience.

2) Interest in Acquiring New Skills

In contrast to the 25% of respondents who had recent job skills training, 68% of respondents express an interest in learning a new trade or acquiring new job skills. Table 52 documents the responses by program.

TABLE 52: INTEREST IN NEW SKILLS TRAINING BY PROGRAM

PROGRAM	NEW TRAINING INTEREST	
	YES	NO
ESL	63%	37%
ABE	67%	33%
CREDIT	71%	29%
ALL	68%	32%

Program differences in new skills training interests are relatively minor among respondents. Credit students (71%) indicate the greatest interest in acquiring new training, and ESL the least (63%). In all cases, a large proportion of participants indicate an interest in some form of job and skills training.

3) Skills Training Received

Table 53 lists the job skills training received during the past five years.

TABLE 53: JOB SKILLS TRAINING RECEIVED DURING PAST FIVE YEARS

SKILL	ESL	ABE	CREDIT	ALL
ACCOUNTING, BOOKKEEPING	6	12	38	56
AGRICULTURAL SKILLS	3	--	1	4
ANIMAL CARE	--	--	2	2
AUTOMOTIVE REPAIR, MAIN.	11	2	10	23
BASIC SKILLS, BJRT	--	--	6	6
BRICKLAYING	--	1	1	2
BUS DRIVER	--	--	1	1

SECTION 3: EMPLOYMENT PROFILE

68

TABLE 53: JOB SKILLS TRAINING RECEIVED DURING PAST FIVE YEARS

SKILL	ESL	ABE	CREDIT	ALL
CARPENTRY	3	1	9	13
CLERICAL	10	2	53	65
CHEMICAL LAB	1	--	1	2
COMPUTERS	9	1	89	99
COMPUTER PROGRAMMING	--	--	5	5
COSMETOLOGY	--	--	4	4
DENTAL HYGIENE	2	--	4	6
DESIGN	1	--	10	11
DRAFTING	1	--	2	3
EDUCATION TRAINING	3	--	13	16
ELECTRICAL TECHNOLOGY	4	--	4	8
ELECTRONIC TECHNOLOGY	1	--	3	4
ENGINEERING	2	--	4	6
FINE ARTS	2	--	1	3
FITNESS INSTRUCTION	--	--	1	1
FOCUS FOR CHANGE	1	2	3	6
FOOD PREPARATION	4	--	4	8
FUTURES	--	3	6	9
HAIRDRESSING	3	--	5	8
HOSPITALITY TRADE	2	--	3	5
INDUSTRIAL MAIN.MECH.	--	--	3	3
INSURANCE	--	--	3	3
JANITOR	1	--	--	1
LANGUAGES	1	--	5	6
LAW ENFORCEMENT, SECURITY	--	--	6	6
MACHINING	2	--	--	2
MANAGEMENT SKILLS	4	3	17	24
MEDICAL TRAINING	4	2	21	27
MED. LAB. TECHNOLOGY	--	--	1	1
NATURAL RESOURCES	--	--	1	1
NUTRITION, DIETICIAN	1	--	--	1
PAINTING, DECORATING	1	--	3	4
PARENTING	--	--	1	1
PILOT TRAINING	1	--	1	2
PLUMBING	1	--	--	1
PHARMACY	1	--	--	1

TABLE 53: JOB SKILLS TRAINING RECEIVED DURING PAST FIVE YEARS

SKILL	ESL	ABE	CREDIT	ALL
POOL INSTALLATION	--	--	1	1
PRINTING, BOOKBINDING	2	--	1	3
PUBLIC RELATIONS	--	--	3	3
REAL ESTATE	--	--	4	4
SAFETY (IAPA)	--	--	1	1
SALES, PURCH, MARKETING	4	1	7	12
SCIENCE \SOCIAL, PHYS	1	--	--	1
SEWING, TAILORING	1	--	2	3
SOCIAL WORK	1	--	1	2
TOOL & DIE MAKER	--	--	1	1
TRAVEL COUNSELLING	1	--	1	2
TRUCK DRIVER, HEAVY EQUIP	5	--	3	8
WELDING	4	2	8	14
W.I.T.T.	--	--	3	3

As indicated in Table 53, the predominant training received in the past has been in the computer, clerical and accounting related fields; however, a considerable number of management, medical and automotive repair related skills are also represented.

4) New Skills Training Desired

Those adult respondents indicating an interest in acquiring new skills generated a large list of course interests. Table 53 tabulates their responses alphabetically.

TABLE 54: NUMBER OF STUDENTS INDICATING AN INTEREST
IN NEW SKILLS TRAINING

DESIRED TRAINING	ESL	ABE	CREDIT	ALL
ACCOUNTING, BOOKKEEPING	27	4	91	122
AGRICULTURAL SKILLS	4	--	5	9
AIR TRAFFIC CONTROL	--	--	3	3
ANIMAL CARE	1	3	5	9
ARCHITECTURE	3	--	3	6
AUTOMOTIVE REPAIR, MAIN.	17	4	16	37
BRICKLAYING	1	1	1	3
BUS DRIVER	--	--	3	3
CARPENTRY	3	5	24	32
CLERICAL	33	13	112	158
CHEMICAL LAB	1	--	2	3
COMPUTERS	51	18	164	199
COMPUTER PROGRAMMING	4	1	15	20
CONSTRUCTION, RENOV.	3	--	4	7
COSMETOLOGY	1	--	2	3
DENTAL HYGIENE	4	1	6	11
DESIGN, FASHION, FLORAL	5	3	10	18
DRAFTING	2	3	5	10
EDUCATIONAL TRAINING	12	5	51	68
ELECTRICAL TECHNOLOGY	5	1	16	22
ELECTRONIC TECHNOLOGY	6	1	11	18
ENGINEERING	7	1	14	22
FINE ARTS	2	2	4	8
FIREFIGHTING	1	--	1	2
FOOD PREPARATION	4	3	4	11
HAIRDRESSING	7	4	5	16
HOSPITALITY TRADE	--	--	2	2
INDUSTRIAL MAIN.MECH.	3	--	1	4
JOURNALISM	--	--	6	6
LANGUAGES	2	--	2	4
LAW ENFORCEMENT, SECURITY	3	--	14	17
LOCKSMITH	1	--	1	2
MACHINING	1	2	--	3
MANAGEMENT SKILLS	7	6	24	37
MEDICAL TRAINING	21	6	49	76

TABLE 54: NUMBER OF STUDENTS INDICATING AN INTEREST
IN NEW SKILLS TRAINING

DESIRED TRAINING	ESL	ABE	CREDIT	ALL
MED. LAB. TECHNOLOGY	5	--	13	18
MILLWRIGHT	1	1	3	5
MOULD MAKER	--	--	1	1
NATURAL RESOURCES	--	--	1	1
NUTRITION, DIETICIAN	1	--	2	3
PAINTING, DECORATING	1	--	6	7
PILOT TRAINING	2	1	3	6
PLUMBING	4	1	5	10
PHARMACY	1	--	--	1
PRINTING, BOOKBINDING	1	--	1	2
PUBLIC RELATIONS	--	--	4	4
REAL ESTATE	--	4	7	11
REFRIGERATION	2	--	8	10
SAFETY (IAPA)				
SALES, PURCH, MARKETING	5	3	17	25
SCIENCE \SOCIAL, PHYS	2	--	2	4
SEWING, TAILORING	7	3	5	15
SOCIAL WORK	5	4	28	37
TOOL & DIE MAKER	1	--	2	3
TRAVEL COUNSELLING	2	1	7	10
TRUCK DRIVER, HEAVY EQUIP	3	1	5	9
WELDING	6	2	13	21
W.I.T.T.			1	1

Table 54 indicates that there is a significant interest in acquiring marketable job skills among the adult learners. The range and scope of these skills only reaffirm the importance adults are placing on continuing their education for job related reasons.

Computer training is in greatest demand, reflecting the recognized importance of this new technology in the work place. Office and business related skills also required.

The field of medicine is attractive to a number of adult learners who indicated interest in dentistry, medical laboratory technology, and medical training at all levels, i.e. from programs for RNAs and RNs to continued professional development for doctors.

Interest is also indicated in a variety of trades such as automotive repair, carpentry and welding. At the more advanced level, electrical and electronics technology and engineering are also in demand.

SECTION 4: SUMMARY STUDENT PROFILES BY PROGRAM AREA

A) ESL STUDENT PROFILE

Compared to the other student groups, ESL students were younger, better educated and were the least likely to be divorced, separated or widowed. Many left school when they were 18 years of age, and returned, on average, 11 years later. Compared to male ESL students, female ESL students were more likely to be married.

A large proportion of ESL students are landed immigrants; however, many are refugees. These students represent a wide variety of nationalities and cultures, with the largest number of students coming from Eastern Block and Central American countries. The majority of ESL students have lived in Canada less than two years, indicating that newcomer immigrants become involved in language training soon after their arrival in Canada, particularly after the initial orientation period of about three months.

Most ESL students are currently taking only one course; however, over a third of these students are taking multiple courses. Most of the students attend adult-only classes during a morning time slot. Two-thirds of ESL students heard about adult course from friends or relatives; however, social agencies, schools and C.E.C. were also common sources of information for these students.

The main reasons ESL students take courses are to learn English for work-related reasons, to learn English for use at home, to feel good about themselves, and to meet new friends. The two main goals of ESL students are to find employment and to continue taking courses.

In terms of likes and dislikes, ESL students enjoy achieving their goals (i.e., learning to speak and read English), meeting and interacting with their classmates, and like the course material (e.g., stories, grammar, etc.). They do not like some aspects of course structure (e.g., classes with students who vary too much in their English comprehension, too much material in too short a time). It is notable that 40% of ESL students responded that there was nothing that they did not like about their courses.

ESL students report the fewest barriers to learning. In particular, they are the least likely to report experiencing time problems, personal problems and problems relating to fear of failure or fear of returning to school.

The preferred course structure for ESL students is a small, adult-only class taught in the morning. One third of the ESL students are available for classes in the afternoon or evening. Over a third of ESL students are not willing to take exams in their courses.

Interest in taking both summer and fall courses is high among ESL students. It is of note that 84% of the students recommended these courses to friends and relatives.

In terms of employment status and interests, the ESL program contains the highest number of people who consider themselves to be full-time students and the lowest number who consider themselves to be homemakers. Nearly one third of ESL students are currently employed; half are currently looking for jobs or for new jobs. The major source of government assistance for non-employed ESL students is General Welfare.

One fifth of the ESL students have taken job skills training courses in the past five years. Nearly two-thirds (63%) are interested in taking new job skills training courses. The skills that are of most interest to the ESL students are medical training, computers skills and business skills.

B) ABE STUDENT PROFILE

Students in the ABE program are predominantly female, relatively young (i.e., under the age of 35), and one in five are divorced, separated or widowed. Many left school when they were 16, and, on average, returned 16 years later. Only 29% percent have not completed elementary school. ABE males tend to be slightly more educated than their female counterparts.

Although the large majority of ABE students are Canadians, and 75% of them have been educated in Canada, one-third of the ABE students were not born in Canada. Popular countries of origin for foreign-born ABE students include Italy, Poland and Yugoslavia.

Currently, one-half of the ABE students take one course only, and one-third take two courses. Most attend morning classes given in an adult-only format but a number also take courses by one-to-one tutoring. A number are taking concurrent credit courses on an independent learning basis.

Most ABE students hear about adult education programs through friends or relatives, through the schools and/or a social agency or read about them in the newspaper. Forty-five percent intend on taking courses in the summer and 72% next fall. Over two-thirds of the students had recommended adult courses to friends or relatives.

The main reasons ABE students take courses are to upgrade reading and writing skills, to become better educated and to feel good about themselves. Over a third of the students want to upgrade job skills.

The three main goals of ABE students are to take more courses, to access job training programs, and to get new or better jobs.

In terms of what they like the most about taking courses, ABE students enjoy achieving their goals (i.e., developing better reading and writing skills), and interacting with their instructors and with fellow students. A significant proportion (12%) find the psychological benefits derived from taking courses to be their most liked feature.

In terms of what they dislike the most about taking courses, ABE students indicate factors related to their personal problems which interfere with their participation.

The barriers that make it difficult for ABE students are lack of time and energy, and various personal problems. Nearly 50% of the ABE students said that overcoming their initial fear of returning to school was a significant problem for them.

The type of learning environment preferred by ABE students is a morning class containing a small number of adult students. Thirty percent of students do not want exams as part of their course requirements. Relative to participants in ESL and Credit programs, a substantial proportion (14%) of the ABE participants prefer one-on-one instruction. Of the three learner groups, ABE students have the strongest preference for adult only classes over mixed classes.

Less than half (42%) of the ABE adults classify themselves as employed. A significant number of ABE participants (16%) are unable to work because of medical disabilities. This is

reflected by the large proportion of ABE respondents who classify themselves as disabled and who are on some form of disability allowance.

Almost half of the ABE adults worked full-time for some part of last year, and over one third are currently working full-time. Approximately one-third of ABE students have worked at least six of the past seven months making them eligible for UIC support. Significantly, 46% of ABE students are searching for jobs.

Nearly 17% of ABE students have received some form of job skills training over the past five years; two-thirds would like to receive new skills training. The job skills of interest to ABE students are primarily clerical and computer skills.

C) CREDIT STUDENT PROFILE

The Credit program has the highest female to male ratio of all the programs. Like the ABE group, nearly half of the Credit students are under 35 years of age. Forty-seven percent of the students report having completed high school or some higher level of education. Many left school around the age of 17 and, on average, returned to educational pursuits 15 years later.

There are some interesting differences in demographic variables between male and female Credit students. Male Credit students are more likely to be found in the 19-25 and in the 66+ age categories than are female students; more females than males are in the 36-45 year old age category. Female Credit students are more likely to be married or un-married (divorced, separated or widowed) than are their male counterparts.

Ninety-one percent of Credit students are Canadian citizens, and 75% are Canadian-born; however, one fifth of the Credit program participants report having lived in Canada less than 2 years. Popular countries of origin for foreign-born Credit students include Great Britain, Italy, the U.S.A., India and Trinidad.

Nearly 50% of Credit students are taking more than one course, and most are registered in morning or evening classes. Mode of instruction varies among ALC, Day and Night Credit participants.

Most Credit adults hear about continuing education programs through friends or relatives; however, newspaper, schools, door-to-door brochures and outdoor signs are also effective sources of

information for these students.

The three main reasons Credit students are taking courses are to complete their grade 12 diploma, to upgrade job skills, and to become better educated. Their future goals include going to college, getting a job or a new job, or getting into job skills training programs.

In terms of what they like the most about taking courses, Credit students like achieving their goals (i.e., getting credits, learning or becoming better educated), interacting with their fellow classmates, and the psychological benefits associated with taking courses.

In terms of what they dislike the most about taking courses, Credit students dislike the time commitment involved in course participation and specific aspects of course structure. Twenty-nine percent of Credit students said that there was nothing they disliked about taking courses.

The obstacles that make it hard for Credit students to participate in adult education programs include a lack of time, various personal problems, and problems fitting courses in their timetables. Over a third of Credit students were initially afraid of returning to school. More frequently than ESL or ABE participants, Credit students report problems with child care and with finding courses of their choice.

Credit students prefer morning classes in a medium-sized class. A small but significant number of Credit students do not wish exams to be part of their course requirements.

One quarter of Credit students intend to take summer courses. Nearly two-thirds intend to take fall courses.

A large majority of Credit students (83%) recommend courses to their friends or relatives.

In terms of employment status, only 36% of the Credit students work full-time; 17% work part-time. Of the three program types, the largest number of homemakers and retirees, and the smallest number of full-time students are found in the Credit program. Over half of the Credit students are currently job hunting.

The principal sources of government subsidy for Credit students come from UIC benefits and Mother's Allowance.

CONCLUSIONS

1) The data and information in this report, which was prepared by the research team, are intended to provide a basis for the development of a national policy on the training of the labour force. The data were collected from a survey of the training needs of the labour force in the manufacturing sector in 1980.

2) The results of this survey indicate that the training needs of the labour force are changing rapidly. The data show that the training needs of the labour force are becoming more specialized and more technical. This is due to the increasing complexity of the tasks performed by the labour force.

CONCLUSIONS AND RECOMMENDATIONS

3) The results of this survey indicate that the training needs of the labour force are becoming more specialized and more technical. This is due to the increasing complexity of the tasks performed by the labour force. The data show that the training needs of the labour force are becoming more specialized and more technical.

4) The results of this survey indicate that the training needs of the labour force are becoming more specialized and more technical. This is due to the increasing complexity of the tasks performed by the labour force. The data show that the training needs of the labour force are becoming more specialized and more technical.

5) The results of this survey indicate that the training needs of the labour force are becoming more specialized and more technical. This is due to the increasing complexity of the tasks performed by the labour force. The data show that the training needs of the labour force are becoming more specialized and more technical.

CONCLUSIONS

- 1) The care and precision used in the research design, research testing/validation, survey administration, data analysis and compilation associated with this project have resulted in an accurate and valid picture of the typical adult learner in school board adult programs in the Hamilton-Wentworth Region for the period January 1, 1989 - June 30, 1989.
- 2) The results of this 2000 respondent survey thus constitute an exceedingly rich pool of information about the adult students registered with The Board of Education for the City of Hamilton, The Hamilton Wentworth Roman Catholic Separate School Board and The Wentworth County Board of Education during the study period.
- 3) The parallel analysis of the data under the three major program areas of English as a Second Language (ESL), Adult Basic Education (ABE) and Credit Courses for Diploma Purposes has revealed significant differences between these student populations as well as many similarities.
- 4) The emergent profiles of the typical ESL, ABE, and Credit Course adult learners, provide a strong basis for the Boards of Education and Employment and Immigration Canada to analyze their adult program delivery systems and to make adjustments that will enhance learner and program success alike. Recommendations to that end are specifically set out in the next section of this document.
- 5) The results of this comprehensive survey constitute a powerful data base that should be used to inform interested community representatives of the potential that exists in the development of meaningful community-based linkages between the Boards of Education Adult Programs and training/re-training initiatives possible under the Canadian Jobs Strategy and other such labour market adjustment programs.

RECOMMENDATIONS

The following recommendations are the direct result of post-survey consultations between officials from each of the three participating Boards of Education among themselves and in concert with representatives from Employment and Immigration Canada. They encompass the various concerns of all four parties and are presented herein as reasonable and attainable objectives.

1. The results of this comprehensive study be formally presented to each of the three participating Boards of Education and to appropriate officials of employment and Immigration Canada as soon as possible after final printing of presentation copies.
2. Each of the four parties to this survey unilaterally pursue such adjustments to their Adult Learning/Training Programs as may be suggested by the research results, where such adjustments do not require consultation and/or co-operation with any of the other three parties.
3. As soon as possible after the formal presentations of this research, appropriate officials from each of the Boards of Education and officials from Employment and Immigration Canada meet to discuss specific ways in which the survey results can be utilized to foster the establishment of on-going program linkages between each of the Board's Adult Programs and relevant training/retraining initiatives fostered by Employment and Immigration Canada.
4. a) Canadian Job Strategy delivery agents, in particular, Senior Project Officers delivering Job Entry Re-Entry programs, should actively encourage coordinators of all C.E.I.C. approved projects to undertake special client recruitment and advertising measures at Adult Learner centres throughout Hamilton-Wentworth.

To facilitate this initiative, lists of all Adult Learning Centres in Hamilton-Wentworth should be developed and provided to coordinators and follow through on the recruitment plans should be monitored.

- b) Local Canadian Job Strategy officials should consider involving appropriate representatives from Boards of Education Adult Learner departments in ongoing meetings regarding Canadian Job Strategy program delivery. This would enhance awareness and access on the part of students/learners to specific Canadian Job Strategy program opportunities that are not universally advertised.

For example, such an arrangement could increase the participation of women in Skill Investment and Skill Shortages programming.

5. The training interests identified by survey respondents suggest priorities that should be taken into consideration by CEC Managers in formulating their local planning strategies for 1990-91. Also, 1990-91 Canadian Job Strategy program planning should be undertaken with those categories in mind. For reference sake the major responses were as follows:

<u>TRAINING AREA</u>	<u># OF RESPONDENTS</u>
Computers	199
Clerical	158
Accounting, Bookkeeping	122
Medical Training	76
Educational Training	68
Automotive Repair, Maintenance	37
Management Skills	37
Social Work	37
Carpentry	32
Sales, Purchasing, Marketing	25
Electrical Technology	22
Engineering	22
Welding	21
Computer Programming	20

6. In addition to academic advice, specialized counselling including personal, career and financial elements should be accessible to all adult students.

The joint Boards of Education - Employment and Immigration Canada Committee should be used to clarify the roles and responsibilities of each party in the provision of comprehensive specialized counselling and support services to the adult student population.

A workable division of responsibilities may be that the Boards of Education provide the services directly to the Adult Learners while the CEC would be responsible for providing information to the delivery agents (the Boards of Education). This information sharing could include the following:

- Nebunet
- Labour Market Information Centres in each location which would include pamphlets on our programs and services (updated on an ongoing basis)

- a video on our programs and services could be produced and distributed (how to access training)
 - linkages with the Mohawk McMaster Information Centre
 - a handout on Unemployment Insurance and training could be developed (user friendly)
7. A joint effort by the Boards of Education and Employment and Immigration Canada to advocate for and foster the establishment of child day care services for parents seeking to improve their education and skills training should be undertaken at an early date. A co-ordinated effort in this regard would have greater potential for success.
 8. Government agencies should be more supportive of their clients who indicate an interest in returning to school. Some students expressed frustration at being penalized by having their benefits terminated when it was discovered that they were in school full-time.
 9. Boards of Education should seek ways to provide adult students (especially those who attend programs during non-traditional hours) with the opportunity to access learning resource centres and other student support systems.
 10. The provision of appropriate adult lounge facilities to foster intra-student networking and socialization opportunities is strongly recommended for all areas where there are large concentrations of adult students.
 11. The matter of potential student identification numbers be investigated by each Board of Education. Such identifiers could greatly enhance the data gathering process if this study is ever repeated.
 12. The Boards of Education and Employment and Immigration Canada explore the feasibility of repeating this survey, or amended sections thereof, at appropriate intervals that would allow for the building of a longitudinal adult profile as well as the on-going development of linkages with Canada Employment Centres training programs.

It is the recommendation of Employment and Immigration Canada that this be done either annually or bi-annually.

It is the recommendation of the Boards of Education officials that a repeat of the full survey should only be undertaken every 4-5 years.

It is therefore the further recommendation of the Boards of Education officials that the specific employment related

elements of this survey could be administered directly by Employment and Immigration Canada personnel on an annual or bi-annual basis if they so wish. The Boards would be quite prepared to facilitate such efforts by the senior government.

13. In regard to any future full survey efforts it is the specific recommendation of Employment and Immigration Canada that:
- a) a formal survey standing committee be identified
 - b) the leadership responsibilities for future survey initiatives be rotated among the Boards
 - c) a standardized system of learner identification and intake documentation be developed to facilitate any future survey work
 - d) standardization of the survey instrument, its associated methodology and the reporting format be undertaken for any future surveys
 - e) community partners such as Employment and Immigration Canada, Regional Social Services, Hamilton-Wentworth Skills Training Advisory Council, Social Planning and Research Council, Mohawk College, etc., be consulted for possible inclusion of special interest categories in future surveys
 - f) a specific schedule of progress meetings on the implementation of any future surveys be established as part of the work of the Boards of Education - Employment and Immigration Canada Liaison Committee
 - g) the results of all future surveys be shared with all relevant community partners and agencies

APPENDIX A

SURVEY OF ADULT STUDENTS

Education

1. What education are you in?

English as a Second Language _____

Adult Basic Education _____

Cooperative Work Program _____

High School Credit Program _____

Other (Please specify) _____

APPENDICES

2. How many courses or classes are you taking?

(If you are taking more than 1 level of ESL or ASE, don't write more than 1 course.)

For each of the courses you are taking this term, please give the following information:

COURSE
(e.g., Grade 5 ESL,
ESL Level 1)LOCATION
(e.g., Fairview,
St. Charles Parish)CLASS TIME
(e.g., morning, afternoon,
night, classes weekly or
as formal classes)

APPENDIX A

SURVEY OF ADULT STUDENTSEducation

1. What program(s) are you in?

English as a Second Language _____ Adult Basic Education _____

Co-operative Work Program _____ High School Credit Program _____

Other (Please specify) _____

2. How many courses or classes are you taking? _____

(If you are taking more than 1 level of ESL or ABE, count each level as a course.)

For each of the courses you are taking this term, please give the following information:

COURSE (e.g. Grade 9 Law, ESL level 2)	LOCATION (e.g, Fairview, St. Charles East)	CLASS TIME (i.e., morning, afternoon night, changes weekly or no formal classes)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What kind(s) of classes do you have:

Independent Learning (No formal classes) _____

Classes containing only adult students _____

Classes containing adults and high school students _____

4. What times are you able to come to class or to bring your lessons in?

Morning only _____

Mornings and Evenings _____

Afternoon only _____

Afternoons and Evenings _____

Daytime only _____

Changes from week to week _____

Evening only _____

Anytime _____

5. a) Before you began taking courses as an adult student, what was the highest grade or level of education you had completed?

No formal schooling _____
(self-taught)

Some Community College _____

Some elementary school _____

Completed College Diploma _____
(2 or 3 year program)

Completed elementary school _____

Some University _____

Some High School _____

Completed University Degree _____
(3 or 4 year program)

Completed High School _____
(Grade 12 or 13)

Graduate University Degree _____

Other (please specify) _____

b) Where did you complete this education?

Country

Province/State

6. a) How old were you when you first stopped going to school as a full-time student?

_____ years old

- b) In what year did you begin taking courses as an adult student?

19_____

- c) How old were you when you first started taking courses as an adult student?

_____ years old

7. a) How many courses did you start during 1988 (i.e., last year)?

0___ 1___ 2___ 3___ 4___ 5___ 6___

- b) How many of these courses did you complete?

0___ 1___ 2___ 3___ 4___ 5___ 6___

- c) How many courses did you stop taking before the course ended?

0___ 1___ 2___ 3___ 4___ 5___ 6___

8. How did you first find out about the courses you are taking?
(Check all that apply)

Mail or door-to-door information _____ Radio _____ TV _____

Friend/Relative _____ Poster _____ Outdoor Sign _____ Church _____

Canada Employment Centre _____ Literacy Hotline _____

Newspaper _____ Government or Social Agency _____

Other (Please specify) _____

9. a) What are the main reasons you are taking courses?

To upgrade my reading, writing or math skills _____

To get my Grade 12 Diploma _____

To gain or upgrade my work skills _____

To prepare for licensing/certification exams _____

To learn English for work _____

To learn English for social or personal reasons _____

To become a better educated person _____

I have a general interest in the subject(s) _____

To meet new friends _____

To get out of the house _____

To feel better about myself _____

To help out my friends and relatives _____

To be able to help my community or church group _____

Other _____

(Please specify)

b) What do you want to do when you complete your program?

I want to get a job _____

I want to get a new job _____

I want to get into a skills training program _____

I want to get into a university degree program _____

I want to get into a college program _____

I want to take more courses _____

I want to remain at home for a while _____

I haven't decided yet _____

Other _____

10. We need your help in learning about the kinds of things that can make it hard for adults to take courses.

What things have sometimes made it hard for you to take courses?

I) General:

Finding enough time to do school work?	Yes _____	No _____
Finding enough energy to do school work?	Yes _____	No _____
Personal, family or work problems that kept you from going to classes or from doing your school work?	Yes _____	No _____
Little support or understanding from your family?	Yes _____	No _____
Finding someone to look after your children during class?	Yes _____	No _____

II) Course Related:

Not really knowing which courses to take?	Yes _____	No _____
Finding the course you want to take?	Yes _____	No _____
Getting into the course you choose?	Yes _____	No _____
Finding a class that would fit into your timetable?	Yes _____	No _____
Feeling that the courses were not giving you what you wanted?	Yes _____	No _____
Getting to or from the school or centre?	Yes _____	No _____
Little money for getting to the course, for child care, books or other needs?	Yes _____	No _____
Not getting enough time with your teachers?	Yes _____	No _____

III) Individual:

Feeling unable to pass the course work?	Yes _____	No _____
Feeling different from the other students?	Yes _____	No _____
Being afraid to go back to school at first?	Yes _____	No _____

- b) If there are any other things that have made it hard for you to take courses, please state them below.

10. What have you liked the most about taking courses?

11. What have you disliked the most about taking courses?

12. If you could take a course in any one of the following ways, which way would you choose? (Choose 1 answer only)

Home study or independent learning (no formal classes) _____

A class by yourself (Just you and the teacher) _____

A small class (2 to 7 students) _____

A medium class (8 to 16 students) _____

A large class (17 or more students) _____

13. Do you prefer to be in a class:

With adult students only _____

With adults and high school students _____

Does not matter _____

14. Are you willing to take courses that have tests or exams?

Yes _____ No _____

15. a) Are you going to take any courses this summer?

Yes _____ No _____ Undecided _____

b) Are you going to take any courses next fall?

Yes _____ No _____ Undecided _____

16. Do you need babysitting or child care services?

Yes _____ No _____

GENERAL BACKGROUND INFORMATION

17. How old are you?

18 or younger _____

46-55 _____

19-25 _____

56-65 _____

26-35 _____

66 or older _____

36-45 _____

18. Sex? Male _____ Female _____

19. What is your postal code? _____

If you don't know your postal code, could you please give your address

street

city

20. What is your marital status?

Single (never married) _____

Separated, widowed or divorced _____

Married or living common law _____

21. a) In which country were you born? _____

b) If you were not born in Canada, how long have you lived in Canada?

months

years

22. What is your present citizenship or immigration status?

Canadian citizen _____ Visa student _____

Permanent resident or Landed immigrant _____

Refugee _____

Other _____

(Please specify)

23. At the present time, which one of the following categories best describes you:

Employed:

In the job of your choice _____

In a job but looking for another or a better job _____

Homemaker:

Looking to enter or return to the work force _____

Not looking to enter or return to the work force _____

Full-time student:

Looking for work _____

Not looking for work _____

Unemployed:

Looking for work _____

Not looking for work _____

Unable to work:

Medical reasons _____

No work permit _____

Other (Please specify) _____

24. How many hours are you employed per week?

less than 10 hours _____

between 10 and 24 hours _____

between 25 and 40 hours _____

more than 40 hours _____

not employed

(i.e., student, homemaker or unemployed) _____

25. Did you work full-time (i.e., more than 25 hours a week) at all during the past 12 months?

Yes _____ No _____

_____ If yes, put a check beside each of the months that you worked full-time.

Worked full-time?

April 1988 (last year)	Yes _____
May 1988	Yes _____
June 1988	Yes _____
July 1988	Yes _____
August 1988	Yes _____
September 1988	Yes _____
October 1988	Yes _____
November 1988	Yes _____
December 1988	Yes _____
January 1989 (this year)	Yes _____
February 1989	Yes _____
March 1989	Yes _____

26. Describe the job(s) you have or have had in the past year. (e.g. clerk in a law office; cook in a hospital; chemical engineer)

27. a) Have you taken any job training or specific skill development courses in the past 5 years? (e.g., secretarial training, welding etc.)

Yes _____ No _____

- b) If yes, list these courses.

28. Are you interested in learning a new trade or new job skills?

Yes _____ No _____

If yes, list the trade(s) or professions you are interested in learning.

29. Are you now receiving, or have you in the past 12 months received

Mothers' allowance	Yes _____	No _____
General welfare	Yes _____	No _____
Disability allowance	Yes _____	No _____
Unemployment insurance	Yes _____	No _____

30. Do you consider yourself to be a member of any of the following employment equity groups?

Medically/Physically disabled individuals	Yes ____	No ____
Aboriginal or Native People of North America	Yes ____	No ____
Visible minority groups	Yes ____	No ____

31. If you have additional comments or suggestions about how we could improve our adult education courses, please write them below.

32. Have you recommended our courses to any of your friends or relatives?

Yes ____ No ____

THANK YOU VERY MUCH FOR YOUR HELP

APPENDIX B: DEFINITION OF "LIKES" AND "DISLIKES" (TABLES 22 & 23)

Likes	Definition
Course Content	interesting material, specific aspects of course content (i.e., grammar, reading, stories, etc.)
Course Structure	small classes; convenient class times; opportunities for independent study
Social Context	talking and interacting with fellow students; meeting new friends; being with other adult learners; learning about Canadian customs and culture by interacting with other students; social support from fellow students
Physical Context	comfortable classroom
Instructor	helpful and friendly teacher; competent instructors
Goal Achievement	learning new things; becoming better educated; learning English; learning to think; obtaining high school diploma
Own Pace	flexibility in completing course work; no rush or pressure to finish assignments
Free Tuition	no cost for taking courses
Psychological Health	improved self esteem; feel better about self; more confident in using English in everyday situations; feelings of accomplishment; learning that they are capable of learning

Dislikes

Course Content	uninteresting, irrelevant material, class material either too easy or too difficult
Social Context	noisy or rude classmates
Physical Context	noisy classroom; poor lighting in classroom; no smoking room; no refreshments or coffee available
Course Structure	perceived lack of equipment (e.g., audiovisual equipment, books, computers); classes combining students at very different levels of English fluency; exams; too much material to be covered in too short a time
Homework	too many out-of-class assignments
Instructor	not enough time with the teacher, teacher favouritism, unqualified instructor
Course Length	class too long; course too long
Large Class	too many students
Personal Obstacles	little money for child care, books, or for transportation to the school; no adequate child care facilities; personal problems, lack of family support; work problems (i.e., shift work, holding job and supporting family, work stress, low energy level after work); coping with travelling in winter conditions; fear of being unable to pass the course work; fear of feeling different from the other students; fear of returning to school; fear of not keeping up with the rest of the class
Time Commitment	finding enough time to do school work, or attend classes
School Location	proximity of school; transportation problems

APPENDIX C: OCCUPATIONS OF ADULT LEARNERS DURING 1988
ACCORDING TO CCDO (2 DIGITS & 4 DIGITS)

CCDO	OCCUPATION	FREQUENCY	TOTAL
11	MANAGERIAL, ADMINISTRATIVE OCCUPATIONS		12
1133	Administrators in Teaching	1	
1135	Financial Management Occupations	1	
1145	Management, Construction	2	
1149	Other Managers & Administrators	2	
1171	Accountants, Auditors, Financial Occ	3	
1175	Purchasing Officers & Buyers	2	
1179	Management & Administration n.e.c.	1	
21	OCC IN NAT'L SCIENCES, ENGINEERING & MATH		19
2111	Chemists	1	
2117	Physical Sci Technol & Technicians	1	
2133	Biologists & Related Scientists	1	
2135	Life Sci Technologists & Technicians	1	
2141	Architects	1	
2142	Chemical Engineers	2	
2143	Civil Engineers	2	
2147	Mechanical Engineers	1	
2159	Architects & Engineers n.e.c.	2	
2160	Supervisors, Architect & Engineering	1	
2163	Draughting	1	
2165	Arch & Eng Technologists & Technicians	2	
2183	Systems Analysts, Computer Programmers	3	
23	OCC IN SOCIAL SCIENCES & RELATED FIELDS		30
2315	Psychologists	1	
2319	Occ in Social Sciences n.e.c.	2	
2331	Social Workers	3	
2333	Occ in Welfare & Community Service	18	
2339	Occ in Social Work & Related Occ nec	1	
2343	Lawyers & Notaries	2	
2349	Occs in Law & Jurisprudence nec	2	
2351	Librarians	1	
25	OCCUPATIONS IN RELIGION		3
2511	Ministers of Religion	3	

OCCUPATIONS OF ADULT LEARNERS DURING 1988
ACCORDING TO CCDO (2 DIGITS & 4 DIGITS)

CCDO	OCCUPATION	FREQUENCY	TOTAL
27	TEACHING AND RELATED OCCUPATIONS		69
2711	University Teachers	2	
2719	University Teaching n.e.c.	5	
2731	Elementary Teachers	10	
2733	Secondary School Teachers	7	
2739	Teaching n.e.c.	16	
2791	College & Vocational Teachers	2	
2792	Fine Arts Teachers	1	
2795	Teachers of Exceptional Students nec	1	
2799	Other Teaching Related Occ n.e.c.	25	
31	OCCUPATIONS IN MEDICINE AND HEALTH		40
3111	Physicians and Surgeons	1	
3131	Nurses	14	
3134	Registered Nursing Assistants	3	
3135	Nursing Attendants	11	
3137	Physiotherapists	1	
3139	Nursing, Therapy Assisting Occ nec	3	
3152	Dieticians & Nutritionists	1	
3155	Radiological Technicians	1	
3156	Med Lab Technologists & Technicians	1	
3157	Dental Hygienists, Assistants, Techn	6	
33	ARTISTIC, LITERARY, PERFORMING ARTS OCC		9
3314	Advertising and Illustrating Artists	1	
3319	Occ in Fine & Comm Art, Photography	2	
3332	Musicians	1	
3333	Choreographers & Dancers	1	
3337	Radio & Television Announcers	1	
3351	Writers & Editors	2	
3359	Occupations in Writing n.e.c.	1	
37	OCCUPATIONS IN SPORT AND RECREATION		1
3710	Coaches, Trainers, Instructors	1	

OCCUPATIONS OF ADULT LEARNERS DURING 1988
 ACCORDING TO CCDO (2 DIGITS & 4 DIGITS)

CCDO	OCCUPATION	FREQUENCY	TOTAL
41	CLERICAL AND RELATED OCCUPATIONS		223
4111	Secretaries and Stenographers	56	
4113	Typists and Clerk-Typists	18	
4131	Bookkeepers and Accounting Clerks	29	
4133	Tellers and Cashiers	29	
4135	Insurance, Bank Clerks	8	
4137	Statistical Clerks	1	
4139	Bookkeeping, Acct Recording Occ nec	1	
4143	Electronic Data-Processing Equip Op	7	
4150	Supervisors, Material Recording	4	
4153	Shipping and Receiving Clerks	10	
4155	Stock Clerks & Related Occ	9	
4161	Library & File Clerks	2	
4171	Receptionists & Information Clerks	15	
4172	Mail Carriers	2	
4173	Mail and Postal Clerks	5	
4175	Telephone Operators	2	
4177	Messengers, Delivery Persons	2	
4191	Collectors	1	
4192	Adjusters, Claim	1	
4193	Travel Clerks, Ticket Agents	1	
4197	General Office Clerks	17	
4199	Other Clerical & Related Occ	3	
51	SALES OCCUPATIONS		101
5130	Supervisors, Sales Occ, Commodities	22	
5133	Commercial Travellers	2	
5135	Sales Workers, Commodities n.e.c.	36	
5137	Sales Clerks, Commodities	28	
5145	Service Station Attendants	4	
5149	Sales Occupations, n.e.c.	1	
5170	Supervisors, Sales Occ, Services	3	
5172	Real Estate Sales Occupations	1	
5190	Supervisors, Other Sales Occupations	1	
5191	Buyers, Wholesale and Retail Trade	1	
5199	Other Sales Occupations, n.e.c.	2	

OCCUPATIONS OF ADULT LEARNERS DURING 1988
ACCORDING TO CCDO (2 DIGITS & 4 DIGITS)

CCDO	OCCUPATION	FREQUENCY	TOTAL
61	SERVICE OCCUPATIONS		178
6112	Police Officers, Detectives	1	
6113	Police Agents, Investigators, Private	1	
6115	Security Guards	11	
6117	Other Ranks, Armed Forces	2	
6120	Supervisors, Food, Beverage Service	3	
6121	Chefs and Cooks	20	
6123	Bartenders	2	
6125	Food & Beverage Serving Occupations	38	
6130	Supervisors, Occ in Lodgings	3	
6142	Housekeepers, Servants	8	
6143	Barbers, Hairdressers	7	
6147	Child-Care Occupations	18	
6149	Personal Service Occupations n.e.c.	1	
6160	Supervisors, Apparel Services	1	
6161	Laundering Occupations	1	
6169	Apparel & Furnishings Service n.e.c.	1	
6190	Supervisors, Other Service Occ	2	
6191	Janitors, Charworkers, Cleaners	50	
6198	Occ in Labouring, Services	7	
6199	Other Service Occupations n.e.c.	1	
71	FARMING, HORTICULTURAL & ANIMAL HUSBANDRY OCC		19
7111	General Farmers	1	
7115	Crop Farmers	4	
7195	Nursery and Related Workers	9	
7198	Occ in Labouring, Farming,	4	
7199	Other Farming Occupations, n.e.c.	1	
81/82	PROCESSING OCCUPATIONS		44
8130	Forepersons, Metal Processing Occ	1	
8133	Metal Heat-Treating Occupations	1	
8137	Moulding, Coremaking, Metal Casting	2	
8148	Occs in Labouring, Metal Processing	10	
8160	Foreperson, Chemicals etc.	2	
8178	Occs in Labouring, Chemicals etc.	1	
8179	Chemicals, etc. Material Proc. n.e.c.	1	
8213	Baking & Related Occupations	5	
8215	Meat Cutting, Canning Occupations	1	
8217	Fish Canning, Packing	1	

OCCUPATIONS OF ADULT LEARNERS DURING 1988
ACCORDING TO CCDO (2 DIGITS & 4 DIGITS)

CCDO	OCCUPATION	FREQUENCY	TOTAL
8228	Occ. in Labouring, Food, Bev Process	12	
8229	Food, Beverage Occupations n.e.c.	3	
8260	Forepersons, Textile Processing Occ	1	
8271	Knitting Occupations	2	
8276	Inspecting, Testing, Textile Process	1	
83	MACHINING AND RELATED OCCUPATIONS		32
8311	Tool and Die-making Occupations	1	
8313	Machinist and Machine-Tool Setting	6	
8330	Forepersons, Metal Shaping and Forming	1	
8334	Metalworking-Machine Operators, n.e.c.	1	
8335	Welding and Flame Cutting Occ	17	
8371	Cutting & Shaping: Clay, Glass, Stone	3	
8373	Abrading & Polishing Materials Occ	2	
8393	Filing, Buffing, & Cleaning, n.e.c.	1	
85	PRODUCT FABRICATING, ASSEMBLING & REPAIRING OCC		83
8510	Forepersons, F & A Occ, Metal Products	1	
8513	Motor Vehicle F & A Occ, n.e.c	1	
8523	Mechanized Machinery, F & A, n.e.c.	2	
8526	Inspecting and Testing Occ, n.e.c	1	
8528	Labour Occ: F & A Metal Products	3	
8533	Electrical Equip, Install and Repair	4	
8534	Electronic Equip, F & A Occ	2	
8537	Radio and Television Service Repair	1	
8538	Labour Occ: F & A Electronical Equip	1	
8539	F & A, Install and Repair, n.e.c.	1	
8541	Cabinet and Wood Furniture Makers	1	
8553	Tailors and Dressmakers	3	
8561	Shoemaking and Repairing Occupations	1	
8563	Sewing Machine Operators, Textiles	31	
8568	Labour Occ in Textile, Fur, Leather	1	
8569	Occ in Textile, Fur, Leather, n.e.c.	3	
8579	Occ in Rubber, and Plastic, n.e.c.	2	
8580	Forepersons, Mechanics & Repair	2	
8581	Motor-Vehicle Mechanics & Repair	11	
8582	Aircraft Mechanics and Repair	1	
8584	Equipment Mechanics and Repair	9	
8586	Inspecting & Testing Occ, Equip Repair	1	
8588	Precision-Instrument Mechanics	1	

OCCUPATIONS OF ADULT LEARNERS DURING 1988
 ACCORDING TO CCDO (2 DIGITS & 4 DIGITS)

CCDO	OCCUPATION	FREQUENCY	TOTAL
87	EXCAVATING, GRADING, PAVING AND RELATED OCC		55
8711	Excavating, Grading and Related Occ	1	
8718	Labour, Excavating, Grading, & Paving	2	
8733	Construction Electricians & Repairers	8	
8735	Wire Communications, Install & Repair	2	
8736	Inspecting and Testing Occupations	1	
8780	Forepersons, Other Construction Trades	1	
8781	Carpenters and Related Occupations	11	
8782	Brick & Stone Masons, & Tile Setters	3	
8784	Plasters and Related Occupations	1	
8785	Painters and Paperhangers Occupations	10	
8787	Roofing and Waterproofing Occupations	1	
8791	Pipefitting and Plumbing Occupations	3	
8793	Structural-Metal Erectors	2	
8798	Labour, Other Construction Trades	9	
91	TRANSPORT EQUIPMENT OPERATING OCCUPATIONS		27
9133	Conductors and Brake Workers, Railway	1	
9171	Bus Drivers	4	
9173	Taxi Drivers and Chauffeurs	2	
9175	Truck Drivers	17	
9179	Motor Transport Operating Occ, n.e.c.	2	
9193	Rail Vehicle Operators	1	
93	MATERIAL HANDLING AND RELATED OCCUPATIONS		57
9310	Forepersons, Material Handling, n.e.c.	1	
9311	Hoisting Occupations, n.e.c.	6	
9315	Material Handling Equip Operators	1	
9317	Packaging Occupations, n.e.c.	1	
9318	Labour, Material Handling, n.e.c.	48	
95	OTHER CRAFTS AND EQUIPMENT OPERATING OCCUPATIONS		4
9512	Printing Press Occupations	1	
9531	Power Station Operators	1	
9533	Stationary Engine, Maintain & Operate	2	
9918	Occ in Labouring, n.e.c.	6	6

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